DOCUMENT RESUME

ED 414 712 EC 306 084

TITLE	Teaching Students with Learning and Behavioural Differences: A Resource Guide for Teachers.
INSTITUTION	British Columbia Dept. of Education, Skills, and Training, Victoria. Special Education Branch.
REPORT NO	RB0063
PUB DATE	1996-00-00
NOTE	85p.
AVAILABLE FROM	Coordinator, Special Education, Special Education Branch, Ministry of Education, Skills and Training, Parliament Buildings, Victoria, British Columbia V8V 1X4, Canada; fax: 604-356-7631.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Behavior Disorders; *Behavior Modification; Case Studies; *Classroom Techniques; Disability Identification; Educational Resources; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Inclusive Schools; *Learning Disabilities; Mathematics Instruction; Reading Instruction; *Teaching Methods; Writing Instruction
IDENTIFIERS	British Columbia

ABSTRACT

This resource guide provides information on teaching students with learning and behavioral difficulties. The introduction features information on identifying students with learning and behavioral differences, in-class intervention, referrals, and communication with parents. This part is followed by three sections on strategy development: (1) academic considerations and strategies for elementary teachers, including information on listening and following directions, reading skills, written expression, resources, advanced writing skills, basic math skills, advanced math skills, and elementary case studies; (2) academic considerations and strategies for secondary teachers, including information on literacy skills, numeracy skills, tests/exams, and note taking, and additional case studies; and (3) behavioral considerations, including classroom engagement strategies and behavioral case studies. A number of suggestions are presented for most concerns, so that teachers can select strategies which suit both the student and the structure of the classroom. A list of 43 resources for teaching children with learning and behavior problems is provided. Appendices include material on using the key vocabulary technique, sight words, teaching students with "b" and "d" reversals, spelling rules, editing, error monitoring, reading strategies, study strategies, incentive programs, self-monitoring, time management, student behavioral contracts, and transition planning. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 414 712

RB0063

Teaching Students with Learning and Behavioural Differences

A Resource Guide for Teachers

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. Forshaw

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 306084

BRITISH COLUMBIA
Ministry of Education, Skills and Training

Teaching Students with Learning and Behavioural Differences

A Resource Guide for Teachers

Prepared by
Special Education Branch
1996

Acknowledgements

The Special Education Branch of The Ministry of Education, Skills and Training gratefully acknowledges the following people for their contributions to the planning and revision of this teachers' resource guide:

Jane Baehr, School District 23 (Central Okanagan)

Karen Barnett, School District 36 (Surrey)

Carolyn Edwards, School District 60 (Peace River North)

Marie Giesbrecht, School District 23 (Central Okanagan)

Don Kilpatrick, School District 38 (Richmond)

Truman Spring, School District 43 (Coquitlam)

Charlene Watts, School District 54 (Bulkley Valley)

In addition, the Ministry acknowledges Alberta Education for collaborating in concept development.

Contents

Teaching for Student Differences 7
Who Needs Extra Help? 8
In-class Intervention 11
Referrals 13
Maintaining Effective Communication 18

Elementary Strategies 21
- Listening and Following Directions 22
- Reading Skills 23
- Written Expression 25
- Resources 26
- Advanced Writing Skills 26
- Basic Math Skills 28
- Advanced Math Skills 28
- Elementary Case Studies 30

Secondary Strategies 39
- Literacy Skills 40
- Numeracy Skills 42
- Tests/Exams 43
- Note taking 44
- Secondary Case Studies 45

Behavioural Strategies 53
- Classroom Management 55
- Behavioural Case Studies 60

Appendices 63
- Appendix 1: Key Vocabulary 64
- Appendix 2: Sight Words 65
- Appendix 3: "b" and "d" Reversals 66
- Appendix 4: Problem-Centered Story Plan 67
- Appendix 5: Spelling Rules Worth Teaching 68
- Appendix 6: Editing Checklist 70
- Appendix 7: Editing Rating Scale 71
- Appendix 8: Error Monitoring 72
- Appendix 9: "COPS" Proof Reading Strategy 73
- Appendix 10: SQR3 - Strategy for Study 74
- Appendix 11: Two Column Notes 75
- Appendix 12: Self-Monitoring 76
- Appendix 13: Incentive Programs 77
- Appendix 14: Time Management 78
- Appendix 15: Contracts 79
- Appendix 16: Transition Planning 80

Recommended Resources 82
Additional Resources 83

Teaching for Student Differences

Teaching students with diverse needs has become the norm in most British Columbia classrooms. Decades ago, students who had difficulty achieving success in the school system simply quit and entered the work force. As the job market has become more competitive, high school graduation has become a minimum requirement. Over the years educators have worked to keep pace with this change. Making adjustments to the delivery of educational programs is one way to ensure that more students are able to achieve their full potential.

Effective teaching requires consideration of student differences. The challenge for teachers is to provide each student in their classroom with learning activities that:

- provide challenge and success
- promote growth
- involve the student as an active learner
- are age appropriate, and
- enhance self-concept

This manual is designed to support teachers as they strive to help students with learning and behavioural difficulties succeed in the classroom. This guide is not intended to be a detailed text of indepth technical information for students with severe learning disabilities. The introduction features information on in-class intervention, referrals and communication with parents. This is followed by three strategy sections:

- Academic Considerations: Strategies for Elementary Teachers
- Academic Considerations: Strategies for Secondary Teachers
- Behavioural Considerations

These sections detail some common concerns expressed by teachers and suggest teaching strategies to address each concern. **Teachers should keep in mind that each student is an individual and, as such, will respond to instruction in a unique manner.** The suggestions may work effectively for one student but fail to be effective with another. A number of suggestions are presented for most of the concerns so that teachers can select strategies that suit both the student and the structure of the classroom. These strategies can be used as:

- pre-referral intervention,
- ideas for the development of an Individual Education Plan (IEP), or
- coping mechanisms while the classroom teacher awaits specialist consultation and/or assessment.

"The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. These goals apply to all students, including students with special needs."

A Manual of Policies, Procedures and Guidelines
Special Education Services
B.C. Ministry of Education

BEST COPY AVAILABLE

Who Needs Extra Help?

Identifying students who are not reaching their full potential is an ongoing process. As teachers observe students working in the classroom, the strengths and needs of individuals become apparent. Some students appear to understand the concepts, but have difficulty completing written assignments. Some are able to understand complex ideas when doing experiments, but completely miss the point when the same information is presented as required reading. Others appear to work diligently all the time, but are not able to pass a single test.

Understanding why students have difficulty learning is the first step to helping them achieve success in the classroom.

Sometimes students who are having difficulty with learning mask their embarrassment by using inappropriate behaviour. For example, someone who lacks the skills to effectively copy notes from the blackboard may be disruptive during note-taking activities. A student who has experienced little success in math may lack confidence and will refuse to undertake independent practice of new operations. A student who has trouble spelling may lack fluency in writing or may refuse to revise a poorly written first draft.

Understanding why students have difficulty learning is the first step to helping them achieve success in the classroom. If a specific special education need has been identified through a formal assessment process, the reason for learning problems may be documented. For example, the student may have a specific learning disability or medical diagnosis that has an effect on his/her ability to learn. When a formal assessment process has not taken place or when environmental factors are affecting a student's ability to learn, the reasons for a learning problem may be less evident. Students who have experienced neglect, abuse or trauma, for example, may also require classroom adaptations and supports.

Diagnosing Difficulty

Some parents and educators believe that in order to meet the needs of students with learning and behavioural differences, a specific diagnosis must be made. They feel that without a diagnosis the student's needs will not be acknowledged and appropriate learning activities will not be planned. Some of the diagnoses that would indicate that a student might experience learning and/or behavioural difficulties in the classroom include, but are not limited to:

- Learning Disabilities (LD) such as language processing or visual perception difficulties.
- Attention Deficit/Hyperactivity Disorder (AD/HD),
- Fetal Alcohol Syndrome and Fetal Alcohol Effects (FAS/E),
- Behavioural disorders,

Each of these diagnoses can exist in isolation or in combination with other conditions. For example, a student with a learning disability could also have a conduct disorder, and a student with FAS could have AD/HD along with memory difficulties. At times, classroom teachers may be faced with information and/or questions about their students such as

- Jason has been diagnosed with AD/HD. How can you meet his needs in the classroom?
- I went to a Learning Disabilities Association meeting last month and I'm quite sure that Melissa has a learning disability. How can I find out for sure?
- Mark was adopted at the age of two months. His parents believe he has FAS, but there's not enough information about his birth mother to make a diagnosis.

When faced with this type of information and/or questions, consider referring to ministry of education documents, *Special Education: A Manual of Policies, Procedures and Guidelines* and *Awareness of Chronic Health Conditions : What the Teacher Needs to Know* for more comprehensive descriptions of categories, disorders and syndromes that can affect learning and behaviour in the classroom. Further clarification can be provided by in-school and district-level special educators (e.g. LA/Resource Teachers, consultants, coordinators, school psychologists, community health and social services personnel).

Resources

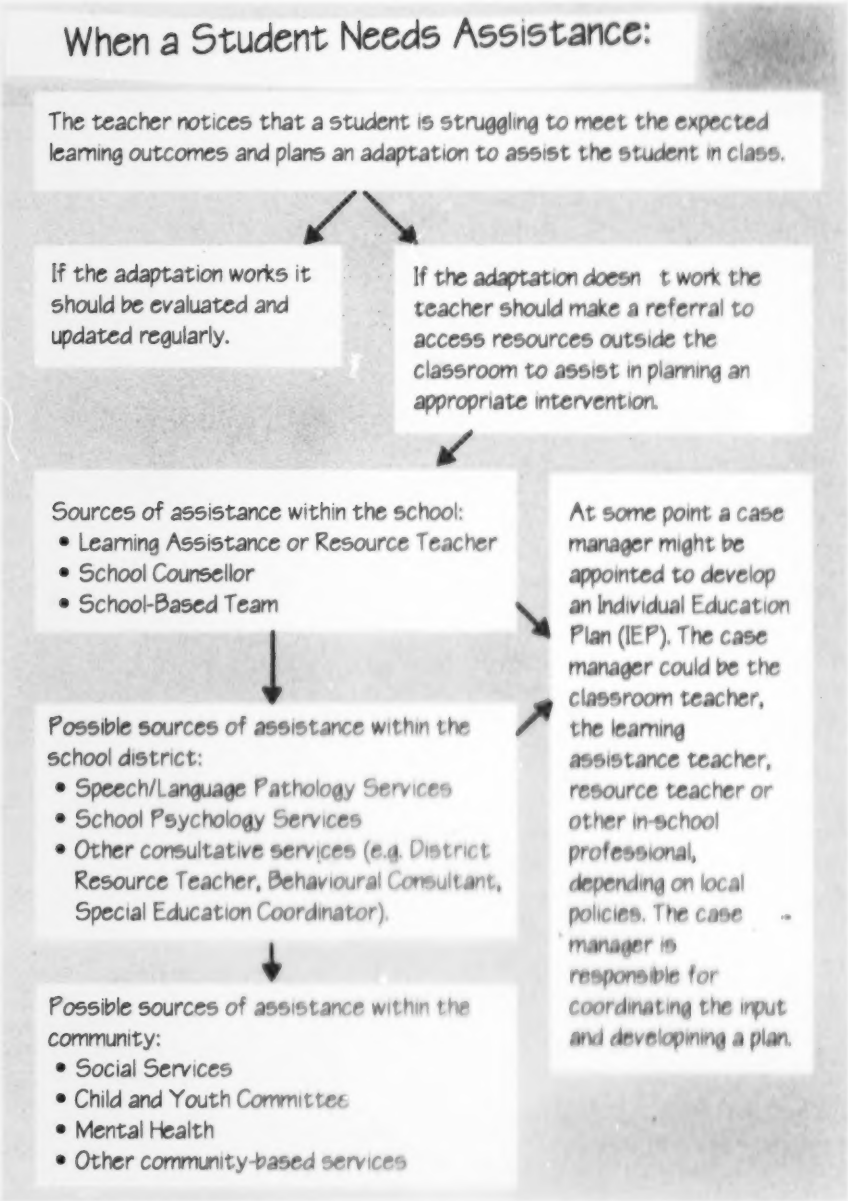
Special Education: A Manual of Policies, Procedures and Guidelines and Awareness of Chronic Health Conditions : What the Teacher Needs, B.C. Ministry of Education, 1995

A Diversity of Approaches

Some educators and advocates for students believe that observing and describing the specific behaviours of students with learning and behavioural differences and planning interventions to address the observed behaviours is the best way to meet the needs of these students. For example, if a Grade 9 student has difficulty following oral directions, the teacher could present the directions in writing, as well as verbally, to enhance understanding for the student, regardless of the cause of the learning difference. Areas that might require intervention include, but are not limited to:

- Attention or time on task
- Language processing
- Memory
- Organizational skills
- Written language skills
- Reading skills (decoding and comprehension)
- Problem solving or higher level thinking skills
- Social skills

Regardless of whether a specific diagnosis or designation has been used to describe a student or whether the teacher simply notices that a student is having difficulty achieving success, the strategies presented in this resource guide can be used as a starting point to meeting the needs of the student.


When a Student Needs Assistance:
The teacher notices that a student is struggling to meet the expected learning outcomes and plans an adaptation to assist the student in class.
If the adaptation works it should be evaluated and updated regularly.
If the adaptation doesn t work the teacher should make a referral to access resources outside the classroom to assist in planning an appropriate intervention.
Sources of assistance within the school:
• Learning Assistance or Resource Teacher
• School Counsellor
• School-Based Team
Possible sources of assistance within the school district:
• Speech/Language Pathology Services
• School Psychology Services
• Other consultative services (e.g. District Resource Teacher, Behavioural Consultant, Special Education Coordinator).
Possible sources of assistance within the community:
• Social Services
• Child and Youth Committee
• Mental Health
• Other community-based services
At some point a case manager might be appointed to develop an Individual Education Plan (IEP). The case manager could be the classroom teacher, the learning assistance teacher, resource teacher or other in-school professional, depending on local policies. The case manager is responsible for coordinating the input and developining a plan.

In-class Intervention

When the teacher notices that a student is struggling to meet the expected learning outcomes, a systematic process should be followed. In some cases, the teacher's initial intervention will effectively assist the student to achieve success in the classroom. In other cases, the teacher may have made a referral for an individual assessment (e.g. psychological, speech/language, medical), but needs to take action while awaiting further recommendations.

Step 1: Collect Information

Ask the question: "Why is the student having difficulty learning?"

1. Check the student's history.

The student's permanent record may include vital information indicating whether the student has experienced academic and/or behavioural difficulties in the past. Sources of information could include:

- Report cards from previous years.
- A summary of topics discussed at home/school conferences.
- Summaries of recommendations from psychological, speech/language and /or medical reports.
- Family and medical background information.
- Recommendations made by teachers from previous years about successful strategies to use with the student in question.

2. Talk to the student informally.

- Explain the concern to the student.
- Ask the student what he/she needs.
- Help the student understand that you are planning ways to support him/her.

3. Involve the student's parents.

- Parents may offer insights not included in the permanent record.
- Recent changes in the student's home environment may influence the student's ability to learn and/or behave appropriately at school.

Making a Plan: An Example

Identify

- The student consistently does not complete written assignments.

Hypothesize

- This behaviour may indicate a print-related learning disability.

Consult

Possible adaptations to discuss with the student, parents and colleagues might include:

- having the student use a computer to word process short written assignments.
- adapting longer assignments so that the student may use video or audio tape instead of written work.

Step 2: Make and Implement Plan

Ask the question, "What does the student need to achieve success in the classroom?"

1. Identify an area of specific concern.
2. Hypothesize a reason based on available information.
3. Consult with the student, parents, learning assistance teacher and past classroom teachers as appropriate to decide on strategies for adaptations. The strategies sections of this guide offer many ideas for classroom teachers to consider.
4. Implement the plan and record its effectiveness over time.

Step 3: Evaluate the Plan

Ask the question "Was the strategy effective?" In the example provided, the strategy has been effective when the student is able to complete assignments more consistently.

1. If the strategy is working:

- Is the student comfortable working with the intervention?
- How do the parents feel about the adaptations?
- Will it continue to be effective on its own?
- Can it be paired or alternated with other interventions to lengthen the period of effectiveness?
- Is it appropriate to use on a continuing basis?
- How often will its continued effectiveness be evaluated?

2. If the intervention is not working:

- How isn't it working?
- Can the intervention be adjusted to be successful?
- Do you have another idea you'd like to try?
- The strategies section contains a sampling of ideas that the teacher may want to try.

3. If the plan is not wholly successful?

- Should the learning assistance or resource teacher be involved in program planning for this student? The strategies guide of this booklet may be helpful when planning with colleagues.
- Should the student be referred to the school-based team?
- Should the student be referred for additional assessment (e.g. speech/language, medical, psycho educational)?

Referrals

Following in-class intervention, the classroom teacher should decide whether or not to access the expertise of colleagues and other professionals.

In-School Collaboration

If the student continues to struggle in the classroom after adjustments have been made the teacher, in consultation with the parents, may decide to refer the student to other in-school personnel such as the:

- Learning Assistance Teacher,
- Resource Teacher,
- School Counsellor, and/or
- Child Care Worker.

The teacher will embark on a process of consultation and collaboration with the school-based resources. This may take the form of classroom observation by the resource teacher, additional assessment, the consideration of additional classroom intervention strategies, implementation and evaluation of those strategies, or intervention by the school counsellor.

For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. If this is not the case, the teacher can approach the school-based team for further assistance.

Referral to the School-based Team

The school-based team can provide:

- extended consultation on possible classroom strategies,
- planning for and coordination of services for the student,
- access to additional school, district, community or regional services, and
- planning for and coordination of services in the school.

The structure and process followed by school-based teams vary from school to school and from district to district. Check with your in-school administrator or school-based special education staff to find out more about the school-based team in your school. After in-school consultation has taken place, further referrals can be made to:

- district-based services (speech/language therapy, school psychology services, learning or behavioural consultants/coordinators, etc.),

- medical professionals,
- community-based services (Child and Youth committee, Social Services, Mental Health, etc.)

Referral to a Speech-Language Pathologist

Children with speech and language difficulties may have problems in one or many areas of their communication skills. The difficulties may manifest themselves in spoken and/or written language.

Indications that a child is experiencing a speech and/or language difficulty include:

- difficulty articulating certain sounds or "wrapping their tongue around" longer words,
- difficulty finding the right word (could be an indicator of a memory difficulty and/or limited vocabulary),
- difficulty with grammatical structures (e.g., relies on simple sentences or leaves off word endings), or
- difficulty interpreting oral directions.

Without some or all of the above mentioned skills, children are at risk for academic failure because they have difficulty knowing what is expected of them, completing assignments and otherwise demonstrating their learning.

Articulation difficulties can be an indication of difficulty segmenting words to sounds and often leads to difficulty with reading and writing. Poor language skills often impact on conversational and social skills. Spoken language problems identified when a child is very young often emerge as writing problems years later.

The speech-language pathologist can assist with diagnosis, remediation and compensation strategies in all these skill areas. Indications by the teacher of specific areas of concern are extremely valuable to the speech-language pathologist when the referral is made.

Referral to Medical Professionals

Consultation with parents can reveal past medical concerns that may affect the student's behaviour or ability to learn. For example:

- A student who experienced conductive hearing loss as a result of ear infections in early childhood may have delayed language acquisition even though the hearing loss is no longer a concern.
- A student who missed a significant portion of a school year as a result of a car accident or major illness may have difficulty readjusting after returning to school.

Teachers are in a good position to observe current medical concerns, sometimes even before the parents notice a problem. For example:

- A need for an updated eye examination may be obvious to a teacher who observes a student having difficulty copying from the blackboard.
- A drastic change in a student's behaviour or ability to learn should be brought to the parent's immediate attention so that parents can pursue a medical referral, if necessary.

Sometimes a student has an undiagnosed medical condition that affects his/her learning and/or behaviour. A thorough medical assessment may lead to a diagnosis that could assist teachers in determining which strategies will be most effective for the student. Refer to *Awareness of Chronic Health Conditions : What the Teacher Needs to Know* for a more comprehensive listing of disorders and syndromes that affect student learning and behaviour.

Referral to the School District Psychologist

School Psychology is a district-based resource to help teachers and parents plan educational programs for learners who seem to be difficult to teach. Some of these students may have Special Needs, however, many do not.

Some districts have school psychologists as part of their staff, working from the district office or student services centre. Other districts contract private psychologists to complete assessments of students' learning needs.

Because the school psychologist is trained in both education and psychology, he/she can help teachers, parents and students in a number of ways.

Questions and Answers

The following sample questions and answers are among the most common answered by school psychologists.

Q Why is it so hard for Jim to follow instructions in my Grade 9 English class?

A1 Jim may find it difficult to follow instructions because he has problems understanding orally presented material.

A2 Jim may find it difficult to follow instructions because short term memory is not a strength for him.

A3 Jim may find it difficult to follow instructions because he is easily distracted by extraneous stimuli. He may find it easier to follow instructions if he were sitting closer to the front of the room.

A4 Jim finds numerical and figurative information much easier to understand than language-related information.

The school psychologist can help directly, by helping the teacher to:

- identify students' learning strengths and needs.
- identify appropriate programs and instructional strategies.
- access community resources for students' with possible mental health needs.

The school psychologist can help by helping parents to:

- view their child in terms of normal development and understand the significance of any differences.
- develop realistic expectations for their child.
- help their child at home.

The school psychologist can help students to:

- recognize their strengths and understand and accept their difficulties.
- identify appropriate compensatory strategies and set realistic goals.

Referral to School Counsellors

Counselling services are provided in a variety of ways from individual districts. School counsellors provide assistance to students who need help with:

- personal problems,
- social development,
- behavioural change, and
- career planning.

They foster self esteem and provide support for decision making, social skills, and transition planning. Further referral to community agencies may be made for counselling services outside the school as well. Agencies may include: Ministry of Social Services, Ministry of Health and drug rehabilitation programs.

Accessing District Services

Since school districts vary in the way they provide specialized services, there is no standard procedure that is followed throughout the province. Typically, referrals are made through the school-based team. Some basic standards are essential to accessing services:

Parents must give informed written consent before a referral to the specialist is made. The phrase "informed consent" indicates that the parent understands the purpose of the referral, the process involved, and how the results will be used, stored and shared. The specialists's report will be confidential, to be shared only with those who have a need to know the results, and must be appropriately stored.

Some specialist personnel may be available to consult about pre-referral interventions or to assist with program planning without a formal referral. In this instance, the expertise is accessed without direct involvement with the student. Diagnosis and identification for the purpose of special education designation cannot be done in this manner, but suggestions for strategies can sometimes reduce the need for more comprehensive intervention.

School psychologists, consultants and other district specialists can help answer many questions that arise when a student is demonstrating learning or behavioural differences. In some cases there may be a psycho-educational report in the student's confidential file with information that can assist the teacher to plan appropriately for the student. If teachers need help interpreting the information in a psycho-educational report, they should contact the school psychologist who wrote the report. Teachers who are not able to access a qualified educational psychologist to interpret a previous report may want to contact the 1-800-Integration line (1-800-876-8542) for assistance.

Q Ellen is in my Grade 10 Science class. Does she have a learning disability that is interfering with her ability to progress academically?

A1 Ellen does have a learning disability that interferes with her ability to progress academically. She will probably need to learn some strategies to cope with this disability. I can provide a list of suggestions.

A2 Ellen does not have a learning disability. It is very difficult for Ellen to observe small details; she tends to focus on the whole, rather than the parts. A carefully selected lab partner could assist Ellen to observe more details during the science experiments.

BEST COPY AVAILABLE

Maintaining Effective Communication

If a student requires adaptations or modifications to the learning outcomes of the provincial curriculum, parents should be informed about these adjustments. In addition, in order to ensure consistency in programming, the adjustments should be documented where they can easily be accessed and used for future program development. In some cases, the adjustments will be documented in an Individual Education Plan (IEP). Refer to *The Individual Education Plan for Students with Special Needs: A Resource Guide for Teachers* for more information about IEPs. In other cases, if the student does not require an IEP, the adjustments can be documented on the report card or by placing a note in the student's permanent record file.

Adapted Programs

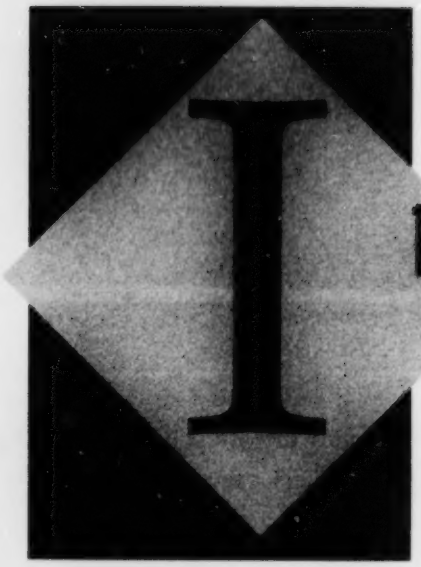
An adapted program retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program. These adaptations can include alternate formats, instructional strategies and assessment procedures. Students on adapted programs are assessed using the standards for the course/program and can receive credit toward a Dogwood graduation certificate. These students may be eligible for Adjudication so that appropriate adaptations can also be made to the administration of provincial exams in Grade 12. Adaptations include, but are not limited to:

- advanced organizers to assist with following classroom lectures,
- extended time for assignments or tests,
- a learning assistance support block is scheduled to develop and practice study skills,
- audio tapes or a peer helper to assist with assigned readings,
- a computer to facilitate the completion of written assignments,
- alternatives to written assignments to demonstrate understanding,
- separate setting for tests and exams, and
- supervised breaks for tests and exams.

Modified Programs

A modified program has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. These learning outcomes are detailed on the student's IEP. When reporting on modified programs/courses teachers must use structured written comments rather than letter grades or percentage marks. Modified courses are not counted as credit toward a Dogwood graduation certificate. Some examples of modifications include:

- A Grade 9 student could be learning how to manage a personal budget while other students are introduced to Algebra.
- A Grade 5 student could be learning to recognize common signs while other students write booklets about safety.
- Alternate assignments and/or tests, reduced in conceptual difficulty, are developed at a student's own level so that the student can achieve a feeling of success.
- Only portions of the provincially developed learning outcomes are used for a specific student. For example, in a science class a student with learning differences is required to complete the learning outcomes in only two modules (weather and the environment) while the provincial curriculum requires the completion of six modules.



Elementary Strategies

This section includes strategies for **elementary** classroom teachers to use with students who are having difficulty achieving the learning outcomes of the curriculum. These strategies can be used:

- as pre-referral intervention ,
- as ideas for the development of an Individual Education Plan (IEP), or
- as coping mechanisms to be used while the classroom teacher awaits specialist consultation and/or assessment.

Teachers using these strategies should keep in mind that this is intended to be a manageable list of ideas, useful to busy classroom teachers, rather than a comprehensive list of all available strategies. A blank page for notes is included at the back of this section so teachers can record additional strategies they have used and found effective. If the variety of strategies in this resource guide are not adequate alternatives, consider accessing the services of specialist personnel.

The Ministry of Education handbook *Students with Intellectual Disabilities: A Resource Guide for Teachers* also contains suggestions for teachers who are looking for strategies to help their students. Of particular interest are the sections on adaptations and working with teacher assistants. Additional resources are listed at the back of this resource guide.

Strategies for Elementary Teachers

Peer Tutoring

Peer tutoring offers opportunities for many positive effects. It:

- gives practice and repetition,
- provides immediate help,
- creates positive camaraderie, and
- builds an attitude of service to others.

Peer tutoring examples:

- helping with reading,
- reviewing lesson or chapter, or
- studying for tests.

Some cautions are advisable:

- Training must be provided.
- Ongoing monitoring should be carried out by the teacher.
- Tutors must be chosen judiciously. The "brighest" are not always the best tutors.
- Teachers must consider the needs of both students.

Listening and Following Directions

- Acquiring skills for listening or following directions such as:
  - understanding orally presented directions,
  - understanding visually presented directions,
  - understanding vocabulary used in directions,
  - confidence to ask clarifying questions,
  - the ability to differentiate essential from nonessential details, and
  - the ability to focus on independent work tasks.

Strategies

- Present oral directions in conjunction with pictures and/or words.
- Check understanding by asking students to repeat directions in own words.
- Teach students to check understanding with a partner.
- Establish eye contact with target students prior to giving directions.
- Use a predetermined signal (e.g. clapping pattern) to get the group's attention.
- Break work tasks into smaller chunks, ask the student to check with partner to make sure he/she is on the right track before proceeding.
- Carefully select the child's location to make the best use of positive role models and proximity to the teacher.
- Provide an optional quiet place to work.
- Find out when target students work best (e.g. first thing in the morning? after lunch?) and plan the day to maximize these times.

Reading Skills

- ◆ Acquiring basic reading skills such as:
  - understanding sound/symbol relationships,
  - reading simple words,
  - increasing the number of words that can be read spontaneously,
  - using strategies to read unfamiliar words (illustrations, context, etc.), and
  - understanding simple stories.

Strategies

- Read interesting selections orally to class on regular basis.
- Label objects in the classroom.
- Use pocket charts to illustrate tracking, initial consonants, etc.
- Use multi-modal strategies (visual, auditory, tactile, kinesthetic).
- Create key word and sight word cards with vocabulary that is meaningful to the child.
- Use key/sight word cards to make generalizations about initial/final consonants, phonetic strategies, etc.
- Use cut-up sentence strips to assist with word identification and story understanding.
- Use tactile materials, such as sandpaper or a sponge, to "feel" sounds.
- Draw what you hear (sounds or simple stories).

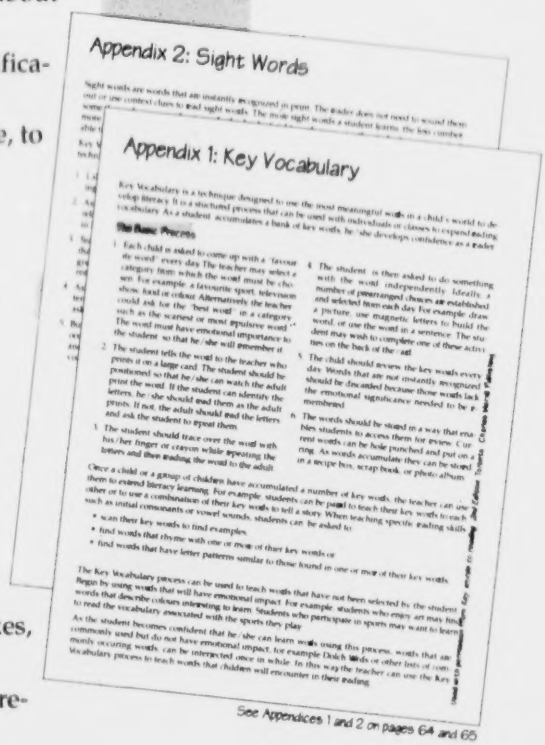
- ◆ Acquiring advanced reading skills such as:
  - decoding multisyllabic words,
  - understanding complex stories,
  - understanding abstract ideas,
  - making inferences, and
  - predicting outcomes.

Strategies

- Teach students meanings of common root words.
- Find familiar "chunks" in multisyllabic words (prefixes, suffixes, roots).
- Decode the word from back to front (tion, vention, prevention).

Computer Technology

For students who cannot read print, there is now computer software that will scan print and generate synthesized voice. For those unable to write, word processing software is available which will facilitate composing with appropriate spelling, capitalization and punctuation. Some students are unable to use a traditional keyboard, and for them software has been created which recognizes voice and prints a written copy of verbal text. With rapid development of computer technology, such assistive devices will become more common and affordable.


Appendix 2: Sight Words

Appendix 1: Key Vocabulary

See Appendices 1 and 2 on pages 64 and 65

BEST COPY AVAILABLE

Scaffolds to Understanding: Charting Stories using Maps, Webs and Plans

Students who have difficulty understanding what they read or distinguishing essential from nonessential details can be assisted. Teachers can develop scaffolds that are specific to each selection to be read or use generic charts that are available in commercially produced reading series. In either case, the idea is to present a structure to the student prior to reading so that he/she can anticipate the important details.

Depending on the structure of the selection to be read, the blank chart could be organized in a chart, map or web formation. The chart could include places for setting, characters, problem, main events and solution to the problem. Charts of varying complexity can be used depending on the abilities of the student.

- Use context to determine the meaning of an unknown word (read up to the word, beyond the word, rerun strategy, etc.).
- Pre-teach key vocabulary concepts.
- Provide background experiences (e.g. field trips) to expose students to new vocabulary.
- Use pictures, models and diagrams.
- Use story maps, webs and plans.
- Use art projects to make abstract concepts more concrete.
- Interview, dramatize or debate to clarify key points in written selections and to predict outcomes.
- Use guessing games to clarify character traits.
- Create a different ending for story.
- Write the story from a different point of view.
- Write or draw what you think will happen next.

◆ Planning instruction for students who have a lower reading level than age peers.

Strategies

- Pair target students with strong readers to read difficult passages out loud to each other; encourage the stronger reader to read longer passages.
- Read written directions orally to class before students proceed with an assignment.
- Provide a special copy of required reading material with the important points highlighted.
- Provide an audio tape of essential reading material.
- Select alternate materials with similar content at a lower reading level.

Written Expression

- ◆ Acquiring basic writing skills such as:
  - establishing left to right progression on page.

Strategies

- Teach students to mark a green dot at the beginning of the first line and a red dot at the end of the first line as a guide on their page.
- Teach students to draw a heavy black line on top of the margin as a reminder to return to the left side of the page.
- Place a sticker on the left side of the page.
- Encourage the student to wear a piece of jewellery on the left hand to remind him/her to read from left to right.

- ◆ Developing correct letter formation skills such as:
  - correcting a tendency to reverse some letters.

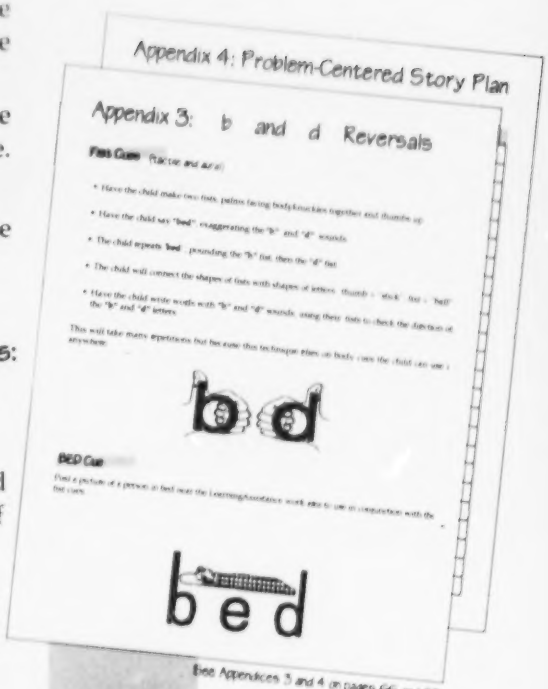
Strategies

- Give students ample opportunity to gain knowledge and skills of letter formation prior to determining if remediation is necessary.
- Tape a visual reminder on the student's desk for the most commonly reversed letters. See the diagram in Appendix 3 of a bed with b as the headboard and d as the footboard.
- Expose students to letters in a variety of situations using visual, tactile and kinesthetic cues. For example: a visual cue would be to find all the words that start with b on page 1, a tactile cue would be to draw the letter d in the sand and then draw it in the air, and a kinesthetic cue might be using your bodies make the letter p on the carpet.

- ◆ Developing fine motor control.

Strategies

- Give students ample opportunity to practice printing letters and words without space constraints such as lines.
- When lines are introduced, encourage students to write on alternate lines to reduce confusion.
- Teach and encourage the use of word processing.


Appendix 4: Problem-Centered Story Plan

Appendix 3: b and d Reversals

bed

bed

See Appendices 3 and 4 (on pages 66 and 67)

BEST COPY AVAILABLE

Sentence Patterns

Sentence patterns are structures that can be used to encourage emergent writers to generate ideas. An example of a simple pattern is "I like....."

Each child in the class would be asked to complete the sentence and illustrate what they like. All the responses would then be compiled into a class book. More complex patterns can be used to encourage a variety of sentence structure. For example, "I like to play ____ because I _____."

Teachers may also choose to ask students to write something that is in the pattern of a favourite book. Books that include a pattern that is repeated many times are most suitable for this activity.

Resources

These are a few examples of books and series that can be used for patterned writing activities:

Tadpoles (Prentice Hall Ginn Canada)

The Midnight Barn (Fitzhenry & Whiteside Ltd.)

Let's Be Friends Series (Nelson Canada)

Jeremiah and Mrs. Ming (Annick Educational Press)

Franky Can (Breakwater Books Ltd.)

Farmer Joe's Hot Day (Scholastic Canada Ltd.)

Advanced Writing Skills

- Using appropriate punctuation and capitalization.

Strategies

- Increase awareness of punctuation by occasionally punctuating orally when reading a story
- ask students to read back what they've written to a partner
- compare punctuation marks to road signs: a period is a stop sign, a comma is a yield sign, and no punctuation results in a speeding fine

- Moving away from reliance on simple sentences based on a repetitive pattern.

Strategies

- Provide a variety of patterns moving from simple to complex.
- provide positive feedback on attempts at new sentence structures (build confidence).

- Moving away from reliance on a limited writing vocabulary.

Strategies

- Brainstorm lists of "describing" words on specific themes and leave on the wall for reference.
- Teach use of thesaurus (manual and computer-based).
- Post lists of synonyms on wall for reference.

- Developing copying skills.

Strategies

- Refer for vision check.
- Check reading ability.
- Provide the student with a copy of the notes such that important words have been whited out - the student then copies these words from the board or from a word list while the other students copy whole sentences.
- Provide the student with a photocopy or audio tape of important information.

- Internalizing the rules of conventional spelling

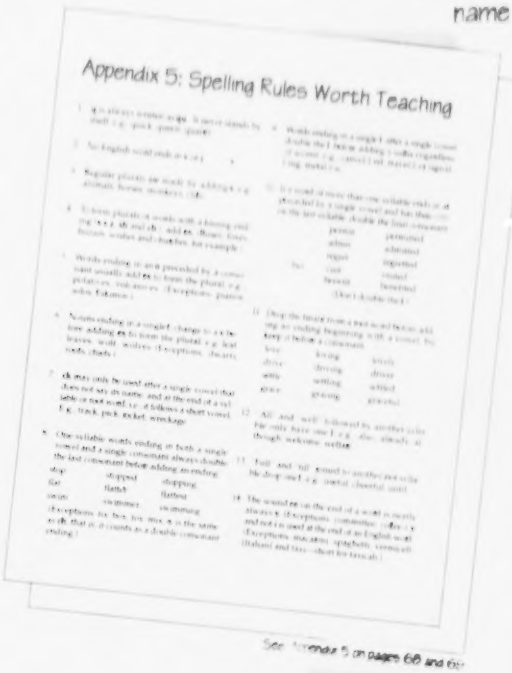
. Strategies

- Teach word families to primary students.
- Provide daily practice in written language (eg. writer's workshop).
- Use key/sight words to build spelling vocabulary.
- Use multi-modal instruction for high frequency words (look at the word, spell it orally, shut eyes and visualize, trace with finger, cover model and try spelling the word, check it with the model).
- Teach words that research shows are most frequently misspelled.
- Assist students to develop a personal spelling dictionary.
- Limit the number of words required for memorization on spelling tests to a manageable number.
- Teach use of spelling dictionary and computerized spell check to intermediate students.

Using Word Families to Teach Spelling

Word families are groups of words that use common spelling patterns. For example, *bay, hay, day, etc.* belong to the ay family. After students become proficient in using simple families, more complex patterns with consonant and vowel blends can be introduced. Spelling instruction that focuses on word families often results in students becoming familiar with commonly occurring spelling patterns that can be generalized when attempting to spell new words.

Young children can be encouraged to draw a house with the family name (e.g. ay) in the roof and asked to list as many words as they can that belong to that family.


Appendix 5: Spelling Rules Worth Teaching

See Appendix 5 on pages 66 and 67

BEST COPY AVAILABLE

Math Story Problem Clues

Addition

Putting sets together:

- How many in all?
- How many together?
- What is the sum?
- What is the total?

Subtraction

Taking sets apart:

- Find the difference.
- How many more/less?
- How much bigger? taller?
- Compare two numbers. Heavier? Older?

Multiplication

Putting equal sets together:

- How many in all?
- How many all together?

Division

Taking equal sets apart:

- Find the average.
- What would one unit be?
- If shared? divided?
- Find the quotient.

Basic Math Skills

- Acquiring basic math skills such as:
  - one to one correspondence,
  - basic counting skills,
  - matching numerals to a representative number of objects, and
  - recalling basic math facts (addition, subtraction).

Strategies

- Count everything and encourage parents to do so as well (e.g. how many children are ready to go for recess? 1,2,3,....).
- Devise real situations that require the children to count (e.g. label work centres with pictures that depict the number of children allowed at each centre at a given time; move to numerals later in the year).
- Play card games that require familiarity with basic math skills.
- Play board games that require counting (e.g. snakes and ladders).
- Use chanting and songs to reinforce number concepts.
- Use manipulatives whenever possible to make numeracy concrete (counters, rulers, fingers, etc.).
- Select appropriate software so that students can practice newly acquired skills.

Advanced Math Skills

- Recalling basic facts such as multiplication and division.

Strategies

- Provide target students with a table of facts; cross out known facts so that the student refers to chart only for unknown facts.
- Use overheads to illustrate number patterns.
- Review facts with background music.
- Review facts by intervals.
- Use song games and chants to memorize facts.
- Teach calculator skills if the student understands the proc-

28

ess but cannot remember facts (intermediate).

- Select appropriate software so that students can practice newly acquired skills.
- Attempt visual/written rather than verbal drills for students with weak auditory memory.

◆ *Solving word problems.*

Strategies

- Establish if the problem is a reading problem or a conceptual problem.
- Use pictures/rebus to illustrate words.
- Match words with operations:
  - how many, altogether (add or multiply)
  - how many more (subtract)
  - how many left (subtract)
  - how many does each (divide)
- Diagram word problems.
- Compose word problems.
- Use manipulative, drama to make word problems understandable.

◆ *Developing problem solving and critical thinking skills.*

Strategies

- Teach a set problem-solving procedure that can be applied to a wide range of problems.
- Illustrate with meaningful examples (e.g. problems related to bicycles, farming, building, logging).
- Encourage students who have difficulty remembering which operation to use to colour code key words and symbols with highlighter pen. A different colour should be consistently used for each operation.

Problem Solving Strategy

Students can learn a strategy for doing their own problem solving by practising the skills in a structured environment such as the classroom.

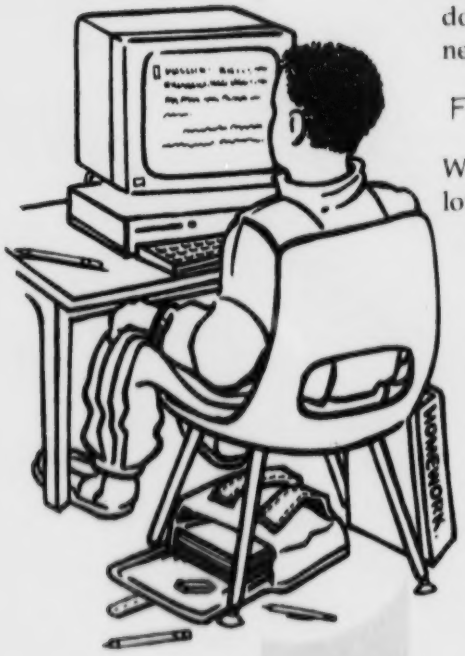
- Define the problem and clarify their understanding of what the problem means to them.
- Brainstorm some possible strategies to solve the problem and pick one to work on first.
- Break the strategy down into its component steps and make a plan.
- Carry out the plan, paying attention to each step.
- Evaluate the results. If plan is not successful, consider picking another strategy generated during the brainstorming and recycling through the list.

BEST COPY AVAILABLE

Elementary Case Studies

Case Study 1 - Tyson Magnus

Tyson is a bright and active Grade 6 student. He appears to have no difficulty with conceptually understanding Grade 6 material, but has difficulty completing written assignments. Tyson is small for his age, but quite athletic. Although he has many friends, his teachers have always felt that he is somewhat immature for his age. Tyson's Grade 6 teacher, Ms. Cook, is particularly concerned with his reading and writing skills. A related concern is that Tyson often loses his school supplies and does not hand in all of his assignments Ms. Cook feels that he needs to improve these skills to be successful in all his subjects.



First Steps

When Ms. Cook reviewed Tyson's permanent record, the following information was revealed:

- Tyson's oral language was very difficult to understand when he entered Kindergarten. He received speech therapy twice per month from his Kindergarten through his Grade 3 school years. Follow-up programming was provided at home.
- Tyson's reading and writing skills were slow to develop in the primary years. His teachers attributed this difficulty largely to his difficulty with articulation. It was felt that reading and writing skills would follow closely behind Tyson's ability to clearly express himself orally.
- Tyson showed a great deal of interest and ability in science and social studies. He readily shared information during classroom discussions and understood the concepts introduced.

Discussions with Tyson's Grade 4 and Grade 5 teachers confirmed the findings in the permanent record. He continued to excel conceptually in the content areas but his difficulty with reading and writing were starting to catch up with him. Tyson's Grade 5 teacher indicated that he had used Grade 8 volunteers to prepare tape recordings of some of the social studies materials so that Tyson could follow along with headphones when he read the material. This seemed to work very well, although he felt that Tyson's marks didn't reflect his understanding of most of the material because he performed so poorly on written tests.

Ms. Cook arranged a conference with Tyson during writer's workshop while the other students worked on their personal

writing. She told Tyson that it seemed to her that he was having no difficulty learning, but that his written work and organizational skills were starting to affect his grades. She asked Tyson how he felt about his work in Grade 6 so far. Tyson indicated that it is very difficult for him to copy from the board and that if he copies all the notes, then he can't listen and then he misses some of the information. He felt that he could learn better by listening than by copying. He also stated that sometimes he doesn't have time to read all the required reading because it seems to take him longer and it's hard for him to understand. Finally, Tyson said that the only reason he didn't finish all his assignments was that he couldn't remember which ones he'd finished and which ones he still had to work on. Ms. Cook asked Tyson if he was willing to try to solve some of these problems together - would he be willing to try a little harder if she could work out ways to help him with the reading, copying, writing and keeping track of his assignments? She explained that she would arrange a meeting with Tyson's parents and the learning assistance teacher to get some ideas. Tyson agreed to try the new ideas, but he didn't want to come to a meeting with his mother.

Ms. Cook called Mrs. Magnus to explain her concerns, to request permission for formal achievement testing in writing and reading skills, and to invite her to a planning meeting. Mrs. Magnus agreed to participate and approved the testing.

At a brief after-school meeting, the following IEP was developed by Ms. Samson, LA teacher, Mrs. Magnus, Tyson's mother, and Ms. Cook.

Review

On October 15, Ms. Samson and Ms. Cook met at lunch to discuss Tyson's progress. Tyson was using his homework book backed with the "buddy" system to help him finish assignments. He had only two outstanding assignments. Ms. Cook felt that his progress on this goal had been adequate and that the adaptations were working effectively. Ms. Samson indicated that Tyson was beginning to gain confidence in using the word processor independently, but needed some more work. She felt that by January he would be able to use word processing independently and she would target that time to release him from her case load. No further referrals were initiated.

The sample IEP on page 32 illustrates a student with a learning disability who is served by a learning assistance program. The student's expected learning outcomes are the same as the provincial learning outcomes for the courses. The student is assessed in the same way as other students in the class, therefore, individualized assessment criteria are not included.

BEST COPY AVAILABLE

INDIVIDUAL EDUCATION PLAN - Tyson Magnus

Student: Tyson Magnus
School: Hillside Middle School
Grade: 6

Date of Birth: Sept. 12, 1982
Age: 12

Planning Team:
M. Cook - classroom teacher
M. Samson - learning assistance teacher
S. Magnus - mother

Date of Plan: September 1996
Review Date: October 15, 1996

1. Present levels of functioning:
Math/Science at grade level
Reading - 15 percentile (WRMT-R total reading)
Writing - 8 percentile (TOWL-R)

Strengths
- understands concepts and ideas
- expresses self well orally

Areas of Concern
- reads very slowly
- written work difficult to understand, spelling poor, messy
- notes copied from board illegible
- often doesn't complete written assignments
- poor organizational skills loses information
- required to study for tests, etc.

2. In class goals:
a. complete assignments
b. improve organizational skills
- organize notes and handouts in binder
- keep a homework log

3. Learning Assistance goals
(half hour, 3 times per week, small group)
a. improve independent word processing skills
- increase typing speed
- use spell check function correctly

Adaptations to the regular program
a. photocopied notes to be given to Tyson if notes to be copied exceed half a page
b. audio tapes of required readings will be made available to Tyson
c. when computer time allows, Tyson will word process written work
d. Tyson will be given the option of audio or video taping some assignments, rather than writing them
e. Tyson will check with his "buddy" to ensure his binder and homework log are up to date at the end of each class
f. Time extensions and/or oral administration of tests/exams as appropriate.

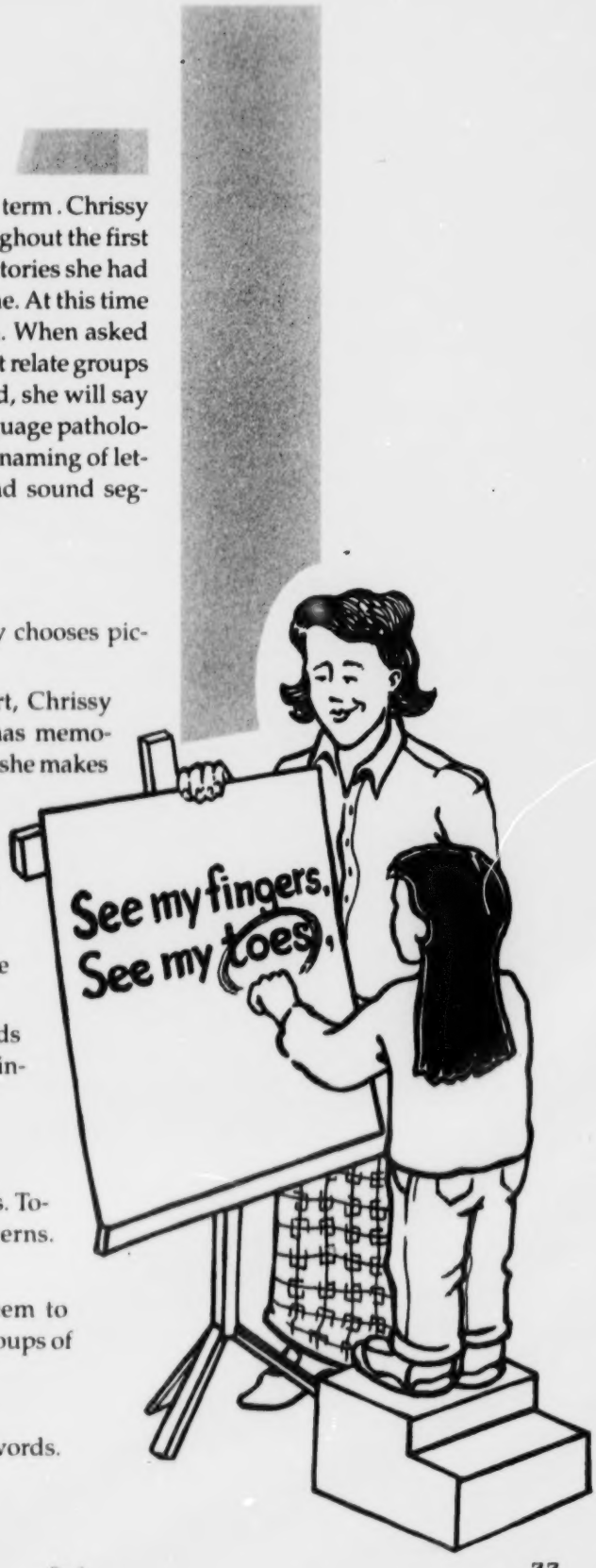
Evaluation: Curriculum goals intact X
Curriculum goals modified _____

Case Study 2 - Chrissy Johnson

Chrissy is a Grade 2 student beginning the second term . Chrissy continues at the emergent stage of reading. Throughout the first term Chrissy would rote read repetitive pattern stories she had memorized during the whole class chant read time. At this time Chrissy is not able to identify words in isolation. When asked to point to the words as she reads, Chrissy does not relate groups of letters as one word, but as she points to a word, she will say two or more words. Assessment by a speech-language pathologist indicated difficulty with rapid, automatized naming of letters and colours and difficulty with syllable and sound segmentation of spoken words.

Informal Observations

- Chrissy does not read storybooks. She only chooses picture books and talks about the pictures.
- When asked to track with pointer on chart, Chrissy points randomly as she chants what she has memorized. If she doesn't know the poem or chant, she makes it up.
- When asked to point to high frequency words such as the, is, Chrissy becomes very frustrated and resistant. ("I don't want to. I don't have to. My tummy hurts")
- Chrissy does not seem to be able to generate rhyming words as easily as other children.
- Segmentation of three-syllable, spoken words into separate syllables, while clapping, continues to be difficult.



Planning Meeting

The Grade 2 teacher meets with Chrissy's parents. Together they review the areas of greatest concerns. Chrissy is not able to:

- recognize what a word is. She cannot seem to differentiate between words and random groups of letters.
- identify the beginning and end of a word.
- read commonly used sight words or track words.
- use print to communicate ideas.

The sample IEP on pages 35 and 36 was developed following a school-based team meeting.

- segment words into sound.

Mom reads to the child at home, but Chrissy just listens without attempting to follow the words on the page. They talk about the pictures and the story.

Consensus is that at this time Chrissy need to be able to identify words from random groups of letters and to identify commonly used sight words. Also, Chrissy needs to work on sound/letter relationships and begin attempting to use letters and words along with pictures to communicate ideas.

Informal Plan

In the classroom the teacher will use a big book or poems on chart stand so that the words are large enough to work with. The teacher will model:

- circling words on the chart as she reads them, so that Chrissy realizes that a group of letters make up a word.
- identifying the initial consonant.

The teacher will involve Chrissy in:

- circling the words on the chart.
- word games such as finding the same word in the rest of the poem and alphabet bingo.
- tasks to segment words into syllables and sounds orally using words with the same initial sound, blends, similar spelling patterns and syllable shape.

At home Chrissy's parents will:

- model tracking words with finger as she reads.
- read as child tracks or points to the word.

Review

After four weeks of following the informal plan, Chrissy's teacher contacted her parents to indicate that Chrissy's progress had not improved significantly and initiated a referral to the Learning Assistance Program at the school. Permission for formal testing was sought and parents were invited to participate in a school-based team meeting which would also include the Learning Assistance Teacher. The following IEP was developed following the school-based team meeting.

Individual Education Plan - Chrissy Johnson

Student name: *Chrissy Johnson*
Date of birth: *February 11, 1988*
Age: *7 years*
Class placement: *Grade 2*
Parents: *Jack and Alice Johnson*

School: *Any Elementary*
Teacher: *Ms. S. Jones*
Learning assistant: *Mrs. T. Class*
Date of IEP: *February 1, 1996*
Review Date: *April 16, 1996*

MEDICAL INFORMATION

Vision: *Eyes tested – no vision problems*
Hearing: *Checked – no problems identified*
Other: *Parents report that Chrissy has always been an active child. She has found Grade 2 much more difficult to adjust to. They think it's because she's required to sit and work for longer periods of time. Lately she has been reporting headaches and stomach aches. Their family doctor, Dr. Whitecoat, has found no medical problems.*

ADDITIONAL INFORMATION

Number of years in school: *2 1/2 years*
Number of schools attended: *1*
Placement History: *regular classes: kindergarten, Grade 1 and Grade 2 (current)*

PROGRESS TO DATE

These results are based on observations of the classroom teacher and criterion referenced assessment conducted by the Learning Assistance Teacher on January 28, 1995.

What the student can do

- *Beginning to associate symbol/sound relationship with beginning consonants.*
- *Can name and sound 17/26 letters of the alphabet.*
- *Uses random letters as words (pre-writing stage).*
- *Knows letters are used to communicate*

Strengths

- *Expressive/receptive oral language.*
- *Motor coordination/sports.*
- *Curious - asks interesting questions.*
- *Memorizes repetitive pattern stories.*

Long term goals (Student will...)

- *Develop independent reading skills.*
- *Develop independent writing skills.*
- *Develop enough self-confidence as a reader and writer to initiate these activities on her own.*

Objectives

- *Differentiate a single word from a sentence or a paragraph.*
- *Identify the name and sound of all 26 letters of the alphabet and print them in a recognizable form.*
- *Increase familiarity with printed language.*
- *Increase ability use written language to communicate ideas.*
- *Increase familiarity with common spelling patterns.*
- *Increase familiarity and with interesting literature and improve self-concept as a reader.*
- *Increase ability to segment words into syllables and sounds.*

STRATEGIES

- *The classroom teacher will provide Chrissy with simple sentence patterns that can be used to make small books in the writing centre. For example: I like eating_____, I don't like eating _____, I like to play _____ with_____.*
- *Individual conference with classroom teacher 10 minutes daily.*
  - mini-lessons on letter sounds with follow-up practice stressing the concept being taught.
  - stress multi-modal approach.

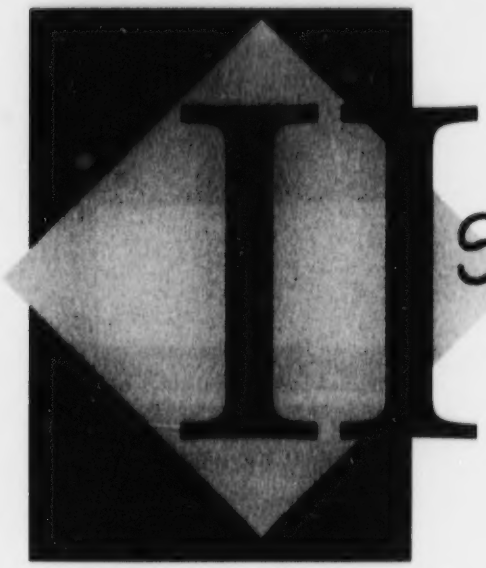
Class Activities

- *Continue with choral reading and chanting.*
- *Use sentence strips in pocket charts to encourage students to attend to details.*
- *Cut up sentence strips into words to increase familiarity with individual words.*
- *The classroom teacher will read orally to the class every day.*
- *The Learning Assistance Teacher will share these words with the classroom teacher so that Chrissy is asked to identify familiar words in the classroom.*
- *The Learning Assistance Teacher will use a variety of strategies to teach Chrissy to read commonly used words:*
  - key word cards - words Chrissy wants to learn to read; her favourite words.
  - cut-up sentences taken from familiar patterned stories ; Chrissy will reassemble in correct order.
  - sight word card games.
  - reading back dictated sentences.
- *The Learning Assistance Teacher will select high interest books for Chrissy to take home for her parents to read to her. A conference will be set up so that the LA Teacher can assist the parents with tutoring strategies.*
- *The speech-language pathologist will use alliteration, rhyme and other word segmentation activities to assist Chrissy with sound-letter correspondence. Theses activities will be carried out with a small group of children from the class.*

CRITERIA FOR SUCCESS

- ***Chrissy will be expected to count the number of words in a familiar sentence to indicate that she can identify the printed word. (100% accuracy required)***
- ***Chrissy will name and sound all 26 letters of the alphabet and print them in a way that can be recognized by others. (100% accuracy)***
- ***Chrissy will begin to accurately re-order sentence and word strips on her own applying her knowledge of initial sounds.***
- ***Chrissy will successfully read 10 new sight words per week. When she has been able to read a sight word successfully for 5 days in a row, the word will be dropped from the weekly review list.***
- ***Chrissy will complete one simple patterned book per week.***
- ***Chrissy will score 90% on a spelling test at the end of every two weeks The test will consist of 10 words - 7 from the word family currently being studied and 3 from word families studied in the past.***
- ***Chrissy will be expected to segment words into syllables. She will segment words into individual sounds, including words of three syllables and blends.***

Notes



Secondary Strategies

This section includes strategies for **secondary** classroom teachers to use with students who are having difficulty achieving the learning outcomes of the curriculum. These strategies can be used:

- as pre-referral intervention,
- as ideas for the development of an Individual Education Plan (IEP), or
- as coping mechanisms to be used while the classroom teacher awaits specialist consultation and/or assessment.

Teachers using these strategies should keep in mind that this is intended to be a manageable list of ideas, useful to busy classroom teachers, rather than a comprehensive list of all available strategies. A blank page for notes is included at the back of this section so teachers can record additional strategies they have used and found effective. If the variety of strategies in this resource guide are not adequate alternatives, consider accessing the services of specialist personnel.

The Ministry of Education handbook *Students with Intellectual Disabilities: A Resource Guide for Teachers* also contains suggestions for teachers who are looking for strategies to help their students. Of particular interest are the sections on adaptations and working with teacher assistants. Additional resources are listed at the back of this resource guide.

Academic Considerations
Strategies for Secondary Teachers

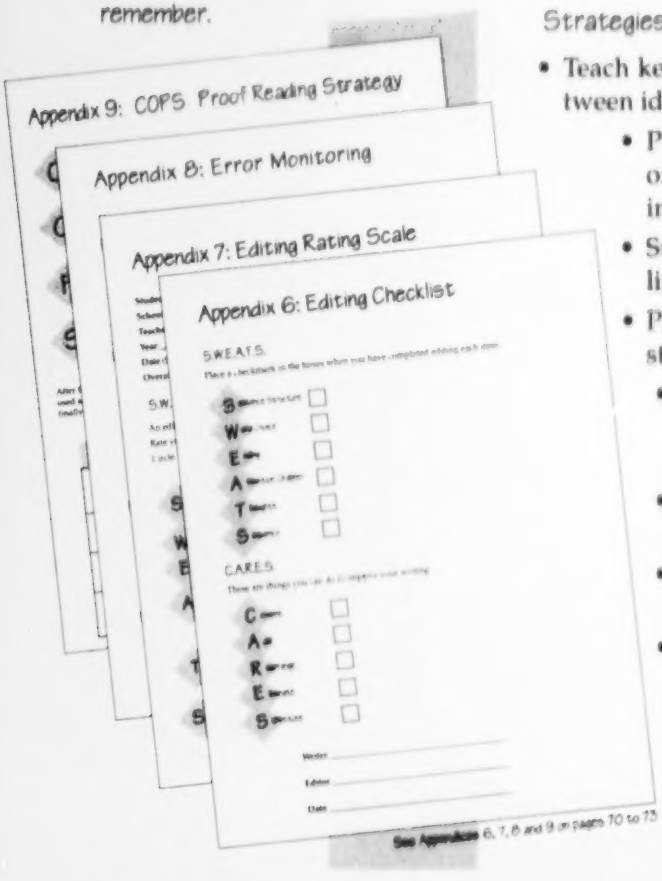
RAP

Paraphrasing Strategy

R ead two paragraphs.

A sk yourself what you just read.

P ut it into your own words, stating the main idea and supporting facts and details you remember.


Appendix 9: COPS Proof Reading Strategy
Appendix 8: Error Monitoring
Appendix 7: Editing Rating Scale
Appendix 6: Editing Checklist
S.W.E.A.T.S.
CARES
See Appendices 6, 7, 8 and 9 on pages 70 to 73

Literacy Skills

◆ Expanding a limited vocabulary.

Strategies

- Teach student to preview material to develop list of words that may cause difficulty.
- Provide students with list of key vocabulary to be used in a lesson.
- Help student to develop note cards with personal vocabulary list.

◆ Extending limited comprehension.

Strategies

- Teach key connecting words which cue relationships between ideas.
- Provide summaries or simplified forms of novels or other reading material to augment understanding.
- Suggest use of bookmarks to place above or below line to prevent losing place in text.
- Provide practice in predicting and summarizing as students use RAP.
  - Model effective reading strategies including techniques such as previewing, highlighting and note taking.
  - Provide tape recording so students can listen while they read.
  - Provide opportunities for pairs of students to oral read materials.
  - Encourage students to use visualization and verbalization to support comprehension. For example, students can create a visual image of a character in a novel being read in order to support inference and understanding of relationships between characters.

◆ **Resolving confusion that results when there is too much print on a page.**

Strategies

- Consider altering the format of handouts to reduce the amount of material in the visual field For example, use underlining or shading to highlight important concepts, reduce the amount of print on a page, and construct tests with large amounts of white space.

◆ **Developing composition skills.**

Strategies

- Teach pre-writing activities such as organizers.
- Provide opportunities for student to discuss topic and generate a list of words to guide written plan.
- Consider the ideas as the principal goal rather than the form or style in initial stages of writing process.
- Consider oral demonstrations of knowledge.
- Allow more time for written assignments.
- Teach students to proofread in pairs.
- Provide teacher consultation for revision stages of the writing process.

◆ **Improving handwriting skills.**

Strategies

- Encourage students to use word processor.
- Allow laptop computers for students to use in class.
- Allow audio or video taped recording of assignment as an alternative to written.

◆ **Improving spelling and mechanics.**

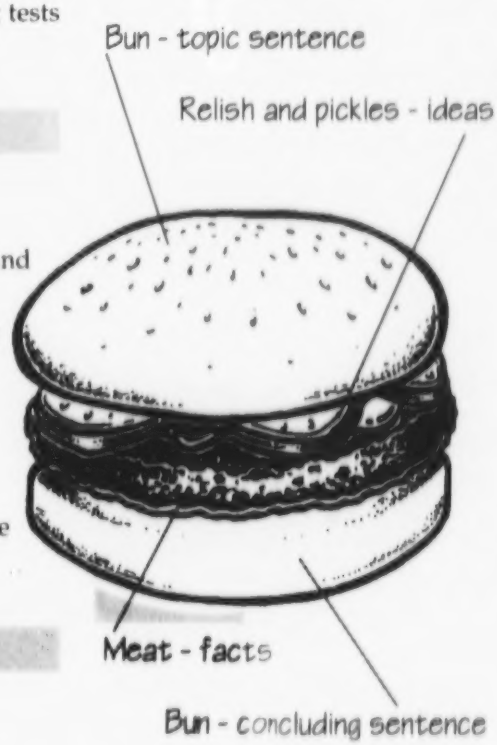
Strategies

- Encourage the use of electronic spell-checkers.
- Limit the weighting of spelling on the evaluation.
- Assist student to develop a personal spelling dictionary to refer to when proofreading.
- Model and teach editing skills.
- Establish peer editing procedures.

The Hamburger Strategy

or

How to plan a paragraph that tastes good.



Like a good cook, the paragraph writer needs to collect all the necessary ingredients and put them together in good order!

BEST COPY AVAILABLE

Integers and Manipulatives

Many secondary school students can benefit from the use of manipulative materials when studying math. The following illustrates the use of algebra titles.

Combining Integers

(-2) + (+3) = ?

❑ ❑ + ❑ ❑ ❑ = ?

= +1

Multiplying Integers

5 x (-2) = ?

❑ ❑

❑ ❑

❑ ❑ = -10

❑ ❑

❑ ❑

Numeracy Skills

◆ Mastering basic operations and calculations.

Strategies

- Teach and encourage the appropriate use of calculators.
- Connect all mathematical concepts to real life situations.
- Model and encourage the use of manipulatives and multi-sensory objects or tools for math concepts (e.g. ruler, number line, soup cans).
- Model a variety of ways to solve the same computational problem.
- Provide immediate feedback about the process as the student works.
- Encourage students to compare answers with a study partner as an alternate means of receiving immediate feedback.
- Decrease the volume of questions without compromising the concept covered (this may be most appropriate with drill and practice type questions).
- Provide alternate texts with less complex visual material.
- Encourage the use of graph paper to ensure correct organization of numbers within columns.
- Observe students' work for observable errors in strategy.

◆ Developing problem solving skills.

Strategies

- Recognize the complexity of mathematics as another language system and teach the symbols directly (i.e. 1/2 can mean part to whole relation, can mean a representation of a ratio, can mean finding a quotient).
- Model a variety of problem solving strategies.
- Assist students to develop criteria for choosing a strategy
- Apply reading comprehension strategies to problem solving (i.e. deciding what the main idea is and what information is extraneous to the problem).
- Use simpler problems of the same type to model methods.
- Encourage students to represent problem in pictorial or other visual form before attempting solution.
- Focus students' understanding of algebraic symbols as representing real numbers or operations.

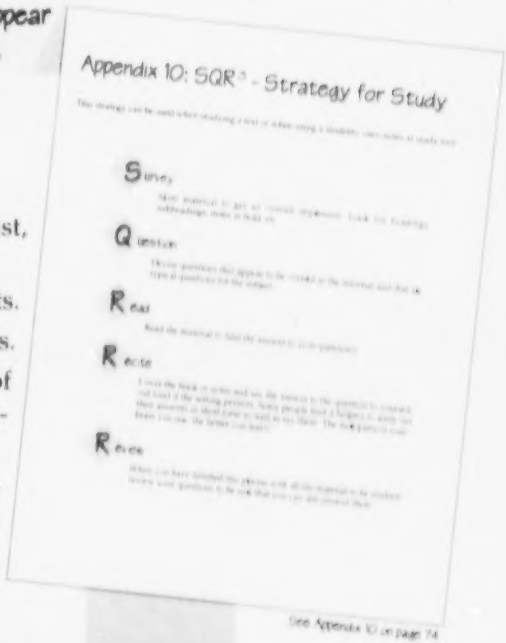
- Permit extended time for problem solving, including pre-solution stage and trial and error.
- Teach prediction and estimation skills.
- Consider the use of pictorial flow charts to plan strategies before setting up equations.

Tests/Exams

◆ **Performance on tests/exams does not appear consistent with understanding of concepts.**

Strategies

- Allow extra time to complete test.
- Allow use of word processor or other technology .
- Teach and review key test-taking vocabulary (e.g. list, compare, contrast, discuss).
- Teach strategies for preparing for different kinds of tests.
- Consider open-book tests or tests with use of notebooks.
- Select question format carefully (e.g. consider use of multiple choice or matching items rather than requesting recall of specific facts).
- Consider alternatives to objective tests (e.g. oral presentation, concrete application, AV presentation, graphic display).
- Present test questions orally by providing a reader or a tape recording of the questions.
- Allow student to take test or exam in an alternate setting.


Appendix 10: SQR³ - Strategy for Study

S urvey

Q uestion

R ead

R ecite

R eview

See Appendix 10 on page 74

◆ **Learning outcomes difficult to achieve.**

Strategies

- Provide adjusted timetable to assist student to succeed in course load (coordinate with counsellor or appropriate personnel).
- Consider providing a support block for learning strategies.
- Consider further adaptations to the scheduling of required subjects (e.g. space high school requirements over an extra year, encourage intensive study in one required course over the summer by means of correspondence or summer school).

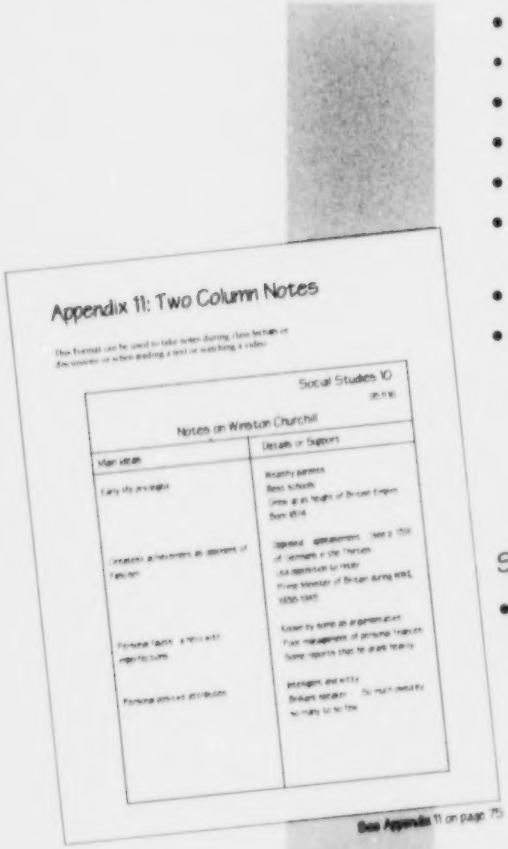
BEST COPY AVAILABLE

Note taking

- Difficulty taking notes form lectures, discussions and video presentation.

Strategies

- Provide pre-designed organizers for note taking (e.g. overhead outlines, outline forms for notes).
- Use NCR paper for peers to record notes.
- Use old-fashioned carbon paper.
- Photocopy from set of class notes prepared daily by student or teacher. This can also be used to catch up students who were absent.
- Permit use of cassette tape recorders in class.
- Use concept mapping or webbing for notes.
- Use multiple column note taking format.
- Provide list of key vocabulary in advance of the lesson.
- Encourage students to develop their own abbreviations.
- Provide models of good note taking.
- Permit time for students to write information after listening.
- Provide oral clues about what is key to write down.
- Minimize copying of notes from board by providing handouts and use them as tools for tasks such as discussion or synthesizing.


Appendix 11: Two Column Notes

Social Studies 10

Notes on Winston Churchill

Main ideas	Details or Supports

See Appendix 11 on page 75

- Difficulty taking notes from texts or other written sources.

Strategies

- Teach strategies for note taking such as PQR[3] (Preview, question, read, reflect, recite/write, review).
  - Model the use of various types of notes (e.g. demonstrate how to use written material to highlight key ideas, create an outline, a concept map).
  - Preview the material to bring prior knowledge and set a purpose for the note task.
  - Provide guided practice in writing summaries.

BEST COPY AVAILABLE

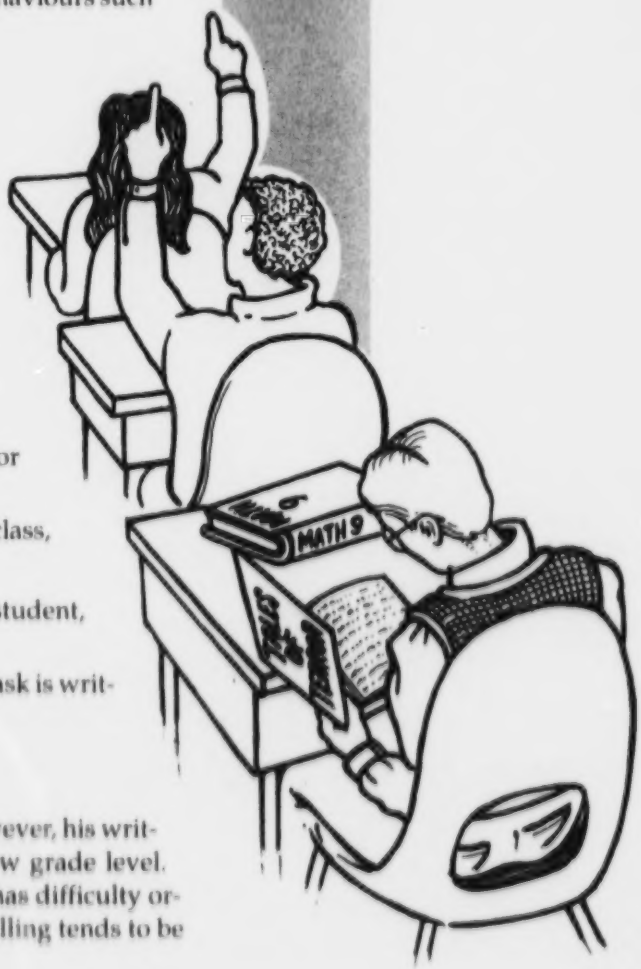
Secondary Case Studies

Case Study 3 - Ned Carter

Ned is in Grade 9 and is identified as a student with a learning disability. From grades 4 through 6 Ned was placed in a resource room full time. In middle school he was partially integrated. At this time the learning assistance teacher is monitoring his progress and a teacher assistant is assigned to some of his classes to provide support to a variety of students. Ned's parents are concerned and have been involved with IEP goal setting to date. They are anxious about his progress and attendance, as evidenced by daily phone calls to the school.

Teachers have observed a range of problem behaviours such as:

- arrives late to class,
- skips classes selectively,
- appears easily frustrated,
- appears sullen and withdrawn at times,
- easily off-task,
- socializes in class at inappropriate times,
- has problems participating in appropriate ways in groups, i.e.. resists group decisions about projects,
- refuses to complete some assignments or portions of assignments,
- doesn't bring equipment and supplies to class,
- written assignments too short,
- handwriting immature for high school student, and
- likes to read, often reads when assigned task is writing.



Assessment

Ned is reading slightly below grade level; however, his written expression is more than three years below grade level. His sentences are simple in structure and he has difficulty organizing sentences into paragraph. Ned's spelling tends to be phonetic and frequently includes reversals.

Ned's IEP, including adaptations, is detailed on pages 47 and 48.

School-based Team Meeting

Ned's learning assistance teacher decided to review the support in place for Ned at a school-based team meeting.

The team was made up of the three core subject teachers, the learning assistance teacher, teacher assistant and parents.

Ned's behaviours and performance were discussed. The following needs were identified:

- to develop compensatory techniques for problems with written expression,
- to increase independence for written assignments,
- to develop writing skills so as to decrease writing avoidance behaviours, and
- to develop positive group participation skills.

Individual Education Plan - Ned Carter

Name Ned Carter

Birthdate 81/06/26

School Hickson Secondary

Program Learning Assistance

Teacher/IEP Case Manager Charlie Kennester (LA Teacher)

School-based Team Participants Mr. and Mrs. Carter, Howard Gore (Eng. Teacher), Jan Howard (Science Teacher), Sean McAllister (Social Studies Teacher), Paul Marshall (Counsellor)

Assessments in File

- WISC-III
- Woodcock-Johnson Battery
- Test of Written Language (TOWL)

Meeting Date October 15, 1995

Review Date January 25, 1996

Strengths

- Enjoys and excels at Judo
- Understands tools and equipment
- Likes practical, hands on activities
- Performs better without time restraints
- Achieves at expected grade level in mathematics, likes to use computer programs in math class

Needs to:

1. develop compensatory techniques for problems with written expression
2. increase independence for completion of written assignments
3. decrease task avoidance behaviours
4. develop positive group participation skills

Adaptations Linked to Corresponding Needs

- see attached

Student's Long Term Goals

- to become a carpenter

Student's Short Term Goals

- to pass Grade 9
- to develop greater independence

Other Action Items and Transition Plans

- Set up weekly phone contact between parents and school
- Investigate requirements for graduation with a Dogwood Certificate (Look into whether Ned will qualify for adjudication of Provincial Exams)
- Involve second semester teachers in Jan. School Based Team Meeting
- Begin contacts with Provincial officials re apprenticeship certification for carpentry
- Arrange work experience placement with construction firm
- Consider referral for counselling to address problems with group/social skills (see Need #4)

Adaptations (linked to corresponding Needs)	Strategies/Resources/ Personnel	Criteria for Success
1. Reduce academic course load to allow Ned time to develop compensatory techniques for writing.	Drop one academic course each semester: School counsellor. Schedule one block each semester for Learning Strategies in tutoring centre: LA Teacher.	Completes remaining courses with 60% or more at semesters.
1. and 2. Allow extra time for written assignments in English and Socials.	Consultation between LA teacher and core course teacher to set up extra time; Ned keeps LA teacher informed of upcoming major assignments, tests, etc.	Completes assignments 75% of time, arranges independently for extra time.
1. Provide instruction and practice on word processor, including spell check and thesaurus function.	Schedule keyboarding course: Consultation between LA teacher and business education teacher; teacher assistant provides support in class	Completes keyboarding course and uses computer for English/Socials assignments.
1. and 3. Structured, individual spelling remediation program.	Computer assisted spelling program to be used in Learning Strategies block: LA teacher Criteria for success to be negotiated amongst English teacher, LA teacher and Ned.	Writing improvement; criteria to be set for each assignment.
2. Direct instruction in sentence combining, paragraph structure, and other aspects of written expression.	Daily lessons and practice with LA teacher; collaboration amongst LA teacher, English and socials teachers to support transfer of new skills to subject assignments.	Uses complex sentences and paragraphs with topic sentences, supporting details on English/Socials tests, reports: Decreases writing avoidance.

Case Study 4 - Melissa Marks

Melissa, 17, is a Grade 11 student who is having difficulty reading text books at grade level. A review of her permanent record showed average grades in elementary school in all academic areas. Melissa's Junior High marks were lower. She received failing grades in a number of subjects by Grade 9. Melissa excels at athletics. Her physical education marks have always been outstanding and she plays a number of extra curricular sports. Since the beginning of this school year, her school achievement has been inconsistent, particularly in subjects that require a great deal of reading (e.g. English, Social Studies, Biology). Melissa's school attendance has become an additional concern: during her Grade 10 year she was absent 30 days and this pattern seems to be repeating itself this year. Melissa works 25-30 hours per week as a waitress in a local coffee shop. As a result, her homework is usually completed after 11 p.m.

Informal Assessment

During a conference with her English teacher, Melissa indicated that she was having the following problems:

- She frequently has to re-read passages a number of times to get the message. Therefore, reading seems to take her much longer than it takes other in the class.
- She has difficulty summarizing what she reads.
- She doesn't know what to do when she sits down to study for tests. She tries to re-read the important parts, but it doesn't seem to help her get better test marks.
- When she tries to read something orally, it takes so much energy to sound out the words that she misses the meaning of the passage. Therefore, she hates it when she has to read orally in class, even it it's just with a small group or partner.
- When she reads a text book or literary selection, she doesn't understand many of the words. It would take her a long time to look up all the words she doesn't understand so she just skips over them and tries to get the overall meaning without knowing the meaning of each word.
- She is particularly concerned about her Social Studies 11 class because there is a lot of reading and she needs the class to graduate.

In-School Collaboration

Melissa's English teacher arranged to meet with the learning assistance teacher and Melissa's social studies teacher. The social studies teacher confirmed that Melissa was having similar difficulties in his class. The learning assistance teacher agreed to:

- phone Melissa's parents to explain the concerns,
- meet with Melissa and administer a standardized reading assessment that would assist in classroom planning, and
- arrange a planning meeting to include Melissa, her parents and all concerned teachers.

Melissa's IEP on page 51 was developed at a planning meeting which included her English, social studies and learning assistance teachers.

Individual Education Plan — Melissa Marks

Student: Melissa Marks

Age: 17

Date of Birth: 1976 04 11

Parents/Guardians: George and Mary Marks

School: Excell Secondary School

Grade: 11

Date of plan: October 25, 1995

Review date: December 10, 1995

Planning Committee *(initial to approve plan)*

Teacher: E. Bronte, English _____

Parents: G. Marks _____

M. Marks _____

LA Teacher: M. Church _____

Other: S. Fraser, Social Studies _____

G. Chlorophyl, Biology _____

1. PRESENT LEVELS OF FUNCTIONING

Instructional Levels:

Reading
16 percentile total reading (WRMT- Form G)
9 percentile Comprehension

Strengths: Works hard - cheerful attitude
Good at sports

Areas of concern: Reading grade level materials required for courses

Assessment data attached?
_____ No ___x___ Yes, Date: Oct 1, 1995

2. LEARNING ASSISTANCE GOAL

Melissa will develop strategies to assist her to get meaning from her required readings in English, Social Studies, and Biology classes.

Objectives (Melissa will...)

1. use previewing to improve concentration and understanding
2. use reading strategies such as PQR[1] to increase reading effectiveness
3. use context clues to define new vocabulary
4. use underlining or highlighting to improve summarizing skills

3. ADAPTATIONS TO THE REGULAR PROGRAM

1. Extra time will be provided for reading assignments when possible.
2. A peer reviewing strategy will be used in the classroom.
3. New vocabulary will be either introduced in class or handed out to all students who request the information.
4. Audio tapes of text books will be made available to Melissa as a resource.

4. EVALUATION

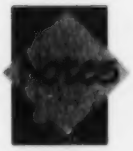
Curriculum goals intact __x__

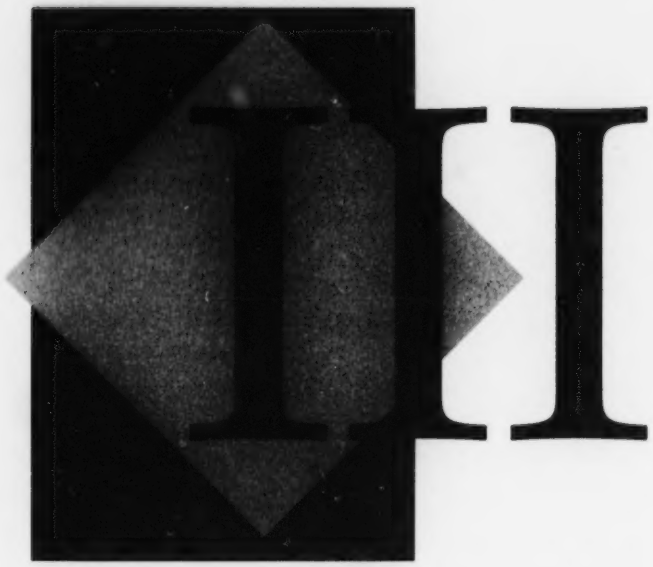
Curriculum goals modified _____

5. ADDITIONAL INFORMATION

Melissa will meet with the Learning Assistance Teacher twice per week or 30 minutes to practice using specific reading strategies

BEST COPY AVAILABLE





Behavioural Strategies

This section includes strategies for classroom teachers to use to assist students to behave appropriately in school. These strategies can be used:

- as pre-referral intervention,
- as ideas for the development of an Individual Education Plan (IEP), or
- as coping mechanisms to be used while the classroom teacher awaits specialist consultation and/or assessment.

Teachers using these strategies should keep in mind that this is intended to be a manageable list of ideas, useful to busy classroom teachers, rather than a comprehensive list of all available strategies. A blank page for notes is included at the back of this section so teachers can record additional strategies they have used and found effective. If the variety of strategies in this resource guide are not adequate alternatives, consider accessing the services of specialist personnel.

The Ministry of Education handbook *Students with Intellectual Disabilities: A Resource Guide for Teachers* also contains suggestions for teachers who are looking for strategies to help their students. Of particular interest are the sections on adaptations and working with teacher assistants. Additional resources are listed at the back of this resource guide.

Behavioural Considerations

Multicultural Issues

BC's schools serve students and families who have immigrated here from every part of the world. Schools must ensure that all students have equal access to learning and full participation in the schools. The variety of lifestyles and customs that result from this diversity can both enrich and complicate classrooms.

From time to time teachers have the challenge of determining whether a specific student behaviour is the result of cultural differences or evidence of a learning or behaviour problem. Along with a respect for cultural diversity, teachers need to be especially sensitive to the possibility that what at first appears to be a learning or behaviour problem is actually a difference in the beliefs or customs of the student and their family.

Teachers may need to seek support from personnel in their district who have expertise in dealing with multi-cultural issues or enlist the assistance of other adults in the community.

Student behaviour has always been a concern for educators because inappropriate behaviour tends to interfere with academic achievement. Behavioural concerns may lead to learning problems because students who argue, fight or withdraw are often not focusing their energy on learning. On the other hand, learning problems may lead to behavioural concerns because students who are having difficulty with academics may act out or withdraw in order to cope with feelings of inadequacy.

The best approach to helping a student change a behaviour is to discuss the problem directly and engage the individual in finding solutions.

Establishing a positive classroom climate can help to promote appropriate student behaviour. Over the years, educators have found that the following practices can minimize behavioural problems in the classroom:

- Establish positive rapport with students and model respectful behaviour.
- Use humour.
- Use a variety of instructional strategies and activities to maintain student interest in learning and to accommodate student differences.
- Provide opportunities for student selection of assignments.
- Keep the lines of communication open. Students and parents need to know that they can approach the teacher and/or administrator if they have a concern.
- Involve students in establishing classroom rules/expectations.
- Involve students in establishing logical consequences that will result if rules/expectations are not followed. Apply these consequences consistently.
- Whenever possible, choose behaviour management strategies that will lead to independent monitoring of behaviour over those that require external monitoring.
- Teach conflict resolution and/or social skills in conjunction with another person on staff such as a counsellor or learning assistance teacher.
- Collect information about a student with behavioural concerns in the same manner as is done for students with academic concerns. Use this information to hypothesize reasons for inappropriate behaviour and to make a behavioural plan.
- Involve the student and parents in selecting intervention strategies so a consistent approach can be used at home and at school.

Strategies For Classroom Teachers

Classroom Management

- **Acquiring appropriate group interaction skills to address behaviours such as:**
  - speaking out,
  - disrupting classroom activities,
  - using inappropriate language and gestures, and
  - moving inappropriately around the classroom

Strategies

- Speak to the student privately to establish expectations and consequences.
- Use proximity or eye contact to the target student when addressing the large group.
- Create alternatives to unacceptable behaviour. For example, provide the student with constructive reasons to move around.
- Be consistent in use of consequences.
- Use "time outs" judiciously.

- **Developing appropriate social interaction skills to address behaviours such as:**
  - defying authority,
  - arguing,
  - manipulating,
  - domineering, and
  - causing a disturbance for which others are blamed.

Strategies

- Acknowledge acceptable behaviour.
- Avoid confrontations.
- Interact with students constantly. Consider being present before the class starts and moving around the room.
- Give the student leadership responsibilities such as coaching or tutoring younger students.
- Apply consequences consistently.

Time Out

Time out is used when a student needs to be separated or removed from the environment where inappropriate behaviour is occurring until he/she can demonstrate appropriate behaviour. It should not be used as a punishment, but rather a time for student self-reflection. It is as a pro-active strategy to support self-monitoring. It is important for the student and teacher to resolve the issue before the next class.

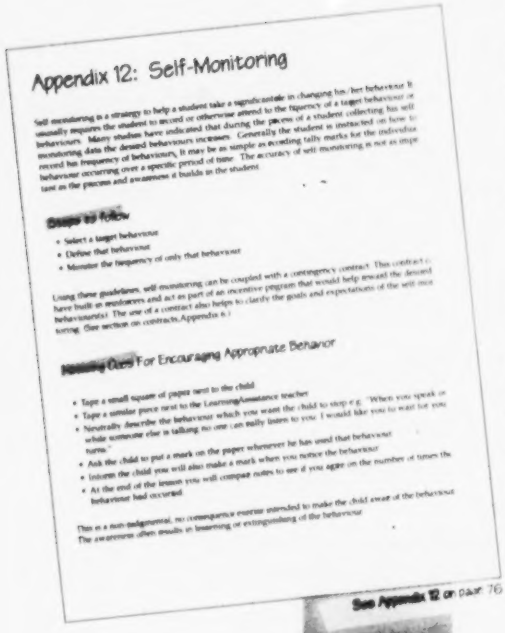
Primary student

- 1 to 2 minutes in class or 3 to 5 minutes supervised elsewhere.
- A timer should be set.
- Times can be longer depending on the state of the student. If the individual is very angry, hurt or upset they may need more supervised time alone.
- Time out can have different names (eg. thinking place)

Intermediate or Secondary student

- An arrangement can be made with learning assistant, librarian or other personnel for a quiet space into allow a student time out.
- There should be a known criteria and an agreed upon time frame between student and teacher.
- Time out can be followed by "payback" for wasted time — an opportunity for positive interaction with the teacher.

BEST COPY AVAILABLE



Appendix 12: Self-Monitoring

Self-monitoring is a strategy to help a student take a significant role in changing his/her behaviour. It usually requires the student to record or otherwise attend to the frequency of a target behaviour or behaviours. Many studies have indicated that during the process of a student collecting his self-monitoring data the desired behaviours increases. Generally the student is instructed on how to record his frequency of behaviours. It may be as simple as recording tally marks for the individual behaviour occurring over a specific period of time. The accuracy of self-monitoring is not as important as the process and awareness it builds in the student.

Steps to follow

- Select a target behaviour
- Define that behaviour
- Monitor the frequency of only that behaviour

Using these guidelines, self-monitoring can be coupled with a contingency contract. This contract can have built-in reinforcers and act as part of an incentive program that would help reward the desired behaviour(s). The use of a contract also helps to clarify the goals and expectations of the self-monitoring. (See section on contracts, Appendix 6.)

Helpful Clues For Encouraging Appropriate Behavior

- Tape a small square of paper next to the child
- Tape a similar piece next to the Learning/Assistance teacher
- Neutrally describe the behaviour which you want the child to stop e.g. "When you speak or while someone else is talking no one can really listen to you. I would like you to wait for your turns."
- Ask the child to put a mark on the paper whenever he has used that behaviour
- Inform the child you will also make a mark when you notice the behaviour
- At the end of the lesson you will compare notes to see if you agree on the number of times the behaviour had occurred.

This is a non-judgmental, no consequence exercise intended to make the child aware of the behaviour. The awareness often results in lessening or extinguishing of the behaviour.

See Appendix 12 on page 76

◆ Discontinuing cheating on tests.

Strategies

- Discuss feelings of pressure to succeed.
- Ensure that the student's learning needs have been adequately addressed.
- Confront the student with facts.
- Establish consequences and apply them consistently.

◆ Learning to control impulsive behaviour such as:

- difficulty thinking before acting.

Strategies

- Help the student set up a method for self-monitoring.
- Establish a private signal to remind student to stop and think.
- Provide opportunities for the student to practice self-monitoring with positive reinforcement for effort. For example, teach the student to use self-talk to slow down reactions to stressors.

◆ Decreasing physically aggressive behaviour such as:

- pushing to get to the front of a line, and
- poking those sitting nearby with pen.

Strategies

- Discuss the reasons for limits to tolerance of aggression with the student.
- Identify the problem with the student in a private conference to decrease peer attention which may reinforce the behaviour.
- Teach the student the concept of the right to personal space. This may not be a known concept.
- Consult with parents to try to find the cause of the aggressiveness.
- Try to provide positive ways for the student to get attention and appropriate sources of needed status.
- Use firm, unemotionally applied consequences.

BEST COPY AVAILABLE

- Managing defensiveness such as getting upset or withdrawn in response to constructive criticism.

Strategies

- Focus on the positive aspects of the student's work or behaviour first.
- Approach problems with the student from a problem solving rather than a blaming point of view.
- Avoid overreacting to this student's behaviour. Give the student a quick way to correct the problem ("Fast chance").
- Provide choices so the student who feels insecure can practice small experiences with accepting responsibility.

- Developing skills to relate to peers and adults, especially for students who are withdrawn.

Strategies

- Be friendly, in a quiet way, and model warm interactions with students and teachers for the student to observe.
- Create opportunities for the withdrawn child to contribute to small group activities.
- Gently urge, but do not force, the student to participate in group activities.
- Consider setting the student up with a mentor, either a teacher/role model or an older student in the school.

- Resolving difficulties when the student has:
  - problems with attention, and/or
  - difficulty focusing in oral activities or group work.

Strategies

- Seat student in an area of the classroom that will minimize distractions.
- Locate the student to maximize the positive effect of role models in the class.
- Establish private cueing system to remind student to attend to activity.
- Teach student to self-monitor attention behaviours.
- Provide individualized accommodations such as allowing a target group to work in a separate setting to block out extraneous stimuli.

Providing Recognition Opportunities

Students benefit from improved self esteem when they have a chance to be leaders or helpers. Being given the opportunity to demonstrate competence, teach a skill to a peer, assist a younger or less able student, or generally receive attention for making a positive contribution can help to decrease negative attention or power seeking behaviours.

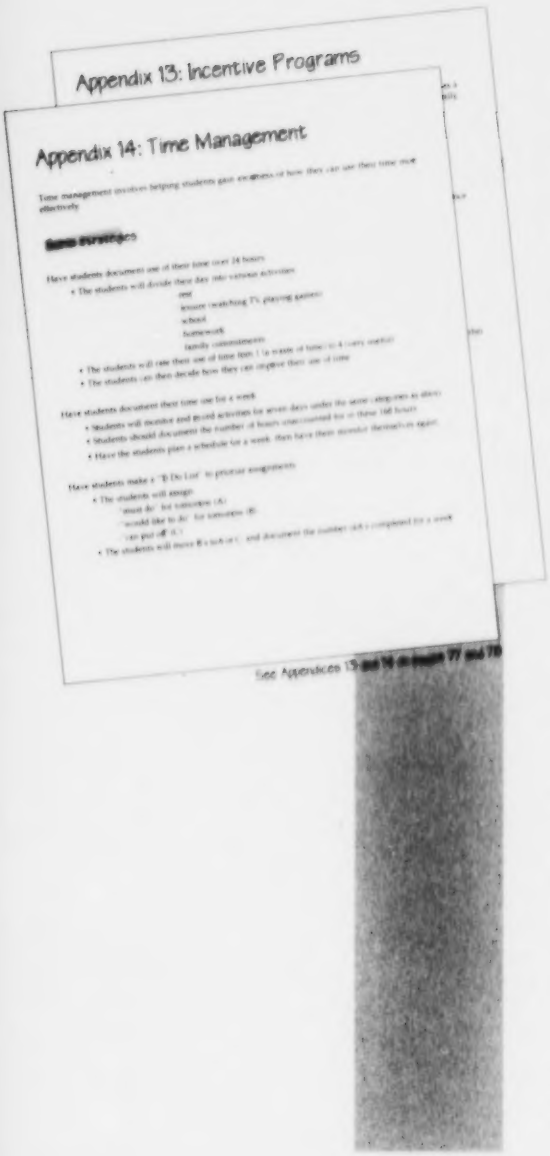
Students can:

- assist coaching school teams and managing equipment.
- provide computer help.
- read to peers or provide other peer tutoring services.
- share out-of-school expertise or personal knowledge. Examples may include sharing camping lore, mechanical knowledge or naval expertise.
- participate in creative and behind the scenes aspects of music, drama and fine arts activities.
- get involved in service tasks in the school or in the community by working with boys and girls clubs or volunteering at a seniors home.

BEST COPY AVAILABLE

- Provide more immediate instructional feedback.
- Break period into smaller units of time with a plan or goal to increase on-task behaviour.
- Pair student with a learning peer.
- Teach a strategy, such as LISAN to listen and participate actively. Provide opportunities for students to practice the strategy

◆ Acquiring skills to complete assignments.


Appendix 13: Incentive Programs

Appendix 14: Time Management

Time management involves helping students gain awareness of how they can use their time more effectively

Have students document one of their time over 24 hours

- The students will divide their day into various activities
  - rest
  - leisure (watching TV, playing games)
  - school
  - homework
  - family commitments
- The students will rate their use of time from 1 to 4 (1 = a waste of time; 4 = very useful)
- The students can then decide how they can improve their use of time

Have students document their time use for a week

- Students will monitor and record activities for seven days under the same categories as above
- Students should document the number of hours spent/wasted for or these 168 hours
- Have the students plan a schedule for a week. Then have them monitor themselves again.

Have students make a "B Do List" to prioritize assignments

- The students will assign
  - "must do" for tomorrow (A)
  - "would like to do" for tomorrow (B)
  - "can put off" (C)
- The students will assess B's such as C and document the number and completed for a week

See Appendices 13 and 14 on pages 77 and 78

Strategies

- Be sure that students understand the expectations of the assignment.
- Break long term tasks into smaller units with corresponding due dates and teacher feedback.
- Teach the independent use of a personal assignment planner and provide opportunities for guided practice in its use.
- Monitor progress frequently and coordinate this with other staff supporting the student.
- Keep parents informed about assignment expectations and ways they can support students.
- Maintain a calendar of assignments with corresponding due dates in the classroom as a constant reminder to students.

◆ Developing skills to organize materials.

Strategies

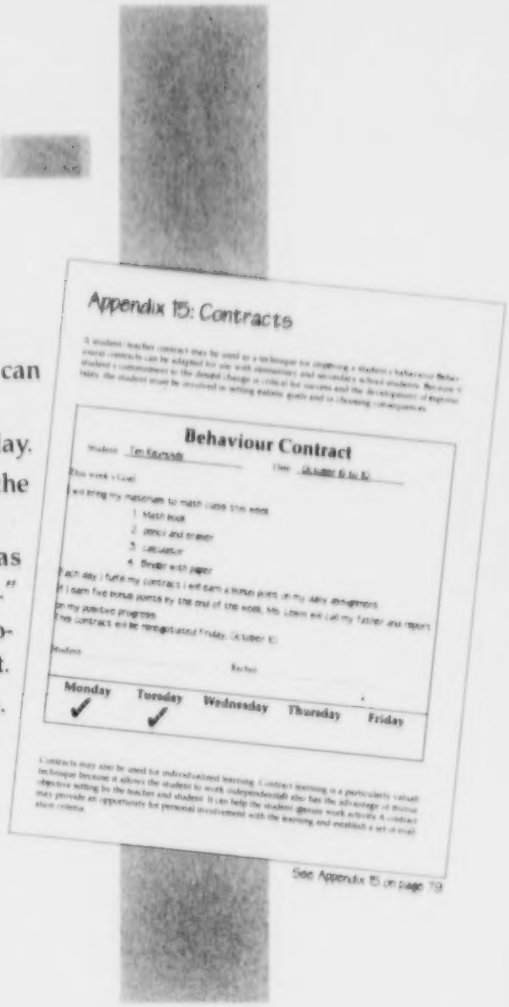
- Directly teach the skills necessary to manage instructional materials.
- Encourage the use of one main binder to organize notes for all classes.
- Encourage the use of a pencil case that can be affixed to binder and is large enough to hold all necessary equipment.
- Encourage student to develop a locker list of required materials for each class.
- Consider issuing one text for home and one for school.
- Teach time management strategies.

BEST COPY AVAILABLE

◆ Learning to start work independently.

Strategies

- Establish time lines.
- Alternate tasks between popular and unpopular.
- Use contracts.
- Provide models of completed task so the student can visualize a completed project.
- Maximize the most productive times of the class/day.
- Talk through procedures necessary to complete the task.
- Help the student develop self-talk strategy as prompts to start tasks. For example, "I need to____."
- Break the task down into manageable parts and provide reinforcement after the completion of each part.
- Provide successful experiences to build self-esteem.



Appendix 15: Contracts

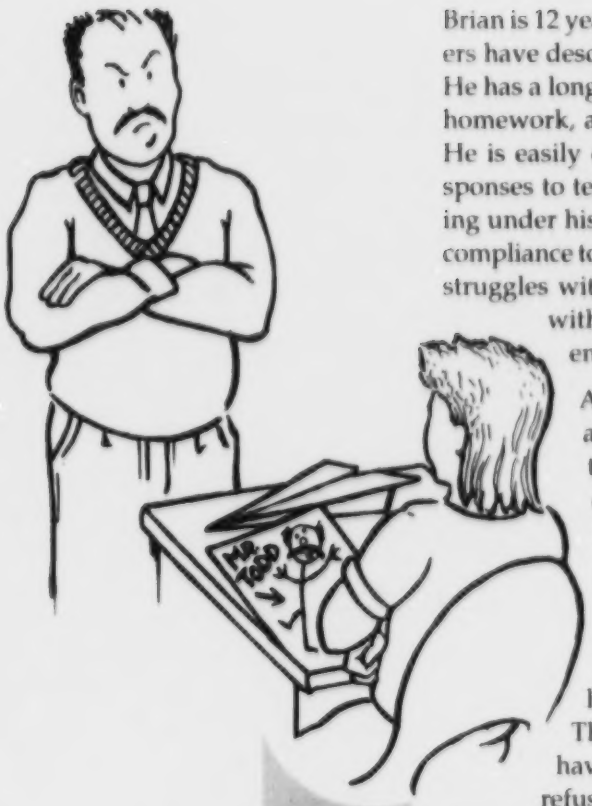
Behaviour Contract

Monday	Tuesday	Wednesday	Thursday	Friday
✓	✓			

See Appendix 15 on page 79

BEST COPY AVAILABLE

Case Study 5 - Brian Levie



Brian is 12 years old in Grade 7. His Grade 6 and Grade 7 teachers have described him as noncompliant and underachieving. He has a long history of incomplete assignments, refusal to do homework, and uncooperative behaviour except in art class. He is easily distracted and does not follow instructions. Responses to teacher direction or correction range from muttering under his breath or crossing his arms in exaggerated noncompliance to creating a class disturbance by loud verbal power struggles with teachers. He shows some leadership qualities with peers and can sometimes have a negative influence on the other students with his behaviour.

An assessment was carried out which consisted of a behavioural observation and psycho-educational testing as well as interviews with family and Brian carried out by the school counsellor. Cognitive tests indicated that Brian was functioning in the average range. The formal achievement tests indicated that Brian was just slightly below grade level in language arts and math skills, and that he was weak in organization and had some problems with both visual and auditory distractions. The results did not indicate a learning disability. Behavioural observations indicated consistency of work refusal across subjects and skill areas, with the exception of hands-on art activities. Counselling interviews suggested Brian had developed a negative attitude toward school in general and used his power struggles over work to exert control over others and to avoid work he felt was meaningless and boring. Similar behaviours were found in Brian's behaviour in the home.

He reacts to pressure from teachers and parents with negative self-talk. The learning assistance teacher met with Brian to discuss his needs and to develop some support options Brian felt might work.

The School-based team along with Brian's parents met to consider the results of the formal assessment and the following IEP is the result of that meeting.

Individual Educational Plan - Brian Levie

Rock Hill Elementary School
Student name: Brian Levie
Date of birth: July 25, 1983
Grade: Seven

Date of IEP: Nov. 23, 1995 Meeting
IEP developed by: Theresa Villeneuve, Grade 7 teacher, and Jack Evens, learning assistance teacher

Background information (i.e. assessment, achievement, etc.)
Brian's academic functioning on assessment instruments is at or near grade level, consistent with cognitive test scores which show average potential. His performance in class is below grade expectations and difficult to assess because of lack of completion or work refusal.

Brian's frequently uncooperative or defiant behaviours interfere with his academic progress and are disruptive to his learning and that of his classmates.

Strengths
- Artistic talents
- Average academic potential
- Leadership qualities
- Strong peer relationships

Needs
- To develop on task and work completion skills
- To increase appropriate responses to teacher direction
- To develop intrinsic motivation
- To develop positive self-talk.

Goals for the year (term)
November 1995 to March 1996
Brian will increase task completion to 50% of tasks assigned to class. (June goal, 80%)

Brian will increase his motivation to complete work by exercising choices between formats for major assignments.
- Brian will decrease disruption of class.
- Brian will improve the organization of written assignments. Criteria will be established to guide Brian in this development.
- Brian will further develop his artistic talents by integrating them into his work in other subjects.

Adaptations/Resources/Assessment
- Reduce visual and auditory distractions by selective seating
- Reduce volume of assignments and emphasize completion rather then amount
- Give choice of assignment format which offers artistic flavour (posters, cartoons, charts, murals, etc.)
- Provide instruction on computer and have Brian construct attractive planner and method for reinforcing its use
- Set up consequences for uncooperative or disruptive behaviour
- Provide weekly counselling sessions with the School Counsellor
- Make available a study carrel and walkman with head set. Brian will choose to use as compensatory strategies to help himself stay on task as needed.

Self charting and positive social reinforce by attention from art teacher when assignments are handed in complete.

Learning Assistance computer lab /Brian will independently use his planner to record assignments and their completion

Brian will leave his group and sit in the quiet area until he completes the assignment and records his own inappropriate behaviour in his daily log.
Brian will work with the school counsellor on acquiring positive self-talk strategies.

Brian will practice using anger management strategies when confronted with frustration in class, in the hallway and on the playing field.

Year (term) end review summary, transition plans, and goals for next year:
After the March reports, the School-based team will meet to discuss Brian's progress and make plans for his move to secondary school. The March-June term will need to focus on behaviours appropriate to these transition issues.

Date of review meeting March 10, 1996

IEP Team Sarah Spell, principal; Theresa Villeneuve, Grade 7 teacher, Jack Evens, learning assistance teacher, Mr. Jake and Mrs. Rachel Levie; and Susan Cook, school counsellor

BEST COPY AVAILABLE

Notes

Appendices

Appendix 1: Key Vocabulary

Key Vocabulary is a technique designed to use the most meaningful words in a child's world to develop literacy. It is a structured process that can be used with individuals or classes to expand reading vocabulary. As a student accumulates a bank of key words, he/she develops confidence as a reader.

The Basic Process

1. Each child is asked to come up with a "favourite word" every day. The teacher may select a category from which the word must be chosen. For example, a favourite sport, television show, food or colour. Alternatively, the teacher could ask for the "best word" in a category such as the scariest or most repulsive word. The word must have emotional importance to the student so that he/she will remember it.
2. The student tells the word to the teacher who prints it on a large card. The student should be positioned so that he/she can watch the adult print the word. If the student can identify the letters, he/she should read them as the adult prints. If not, the adult should read the letters and ask the student to repeat them.
3. The student should trace over the word with his/her finger or crayon while repeating the letters and then reading the word to the adult.
4. The student is then asked to do something with the word independently. Ideally, a number of prearranged choices are established and selected from each day. For example: draw a picture, use magnetic letters to build the word, or use the word in a sentence. The student may wish to complete one of these activities on the back of the card.
5. The child should review the key words every day. Words that are not instantly recognized should be discarded because those words lack the emotional significance needed to be remembered.
6. The words should be stored in a way that enables students to access them for review. Current words can be hole punched and put on a ring. As words accumulate they can be stored in a recipe box, scrap book, or photo album.

Once a child or a group of children have accumulated a number of key words, the teacher can use them to extend literacy learning. For example, students can be paired to teach their key words to each other or to use a combination of their key words to tell a story. When teaching specific reading skills such as initial consonants or vowel sounds, students can be asked to:

- scan their key words to find examples.
- find words that rhyme with one or more of their key words or
- find words that have letter patterns similar to those found in one or more of their key words.

The Key Vocabulary process can be used to teach words that have not been selected by the student. Begin by using words that will have emotional impact. For example, students who enjoy art may find words that describe colours interesting to learn. Students who participate in sports may want to learn to read the vocabulary associated with the sports they play.

As the student becomes confident that he/she can learn words using this process, words that are commonly used but do not have emotional impact, for example Dolch Words or other lists of commonly occurring words, can be interjected once in while. In this way, the teacher can use the Key Vocabulary process to teach words that children will encounter in their reading.

Used with permission from: key words to reading, 2nd Edition, Toronto: Charles Merrill Publishing.

Appendix 2: Sight Words

Sight words are words that are instantly recognized in print, The reader does not need to sound them out or use context clues to read sight words. The more sight words a student learns, the less cumbersome the reading process becomes. As the bank of sight words increases, the student can concentrate more on the message of the printed passage and less on the decoding process. Competent readers are able to sight read most words, relying on decoding skills for only rare and new vocabulary.

Key Vocabulary (See Appendix 1) is one way to expand an emergent reader's sight vocabulary. Other techniques that can increase a child's sight vocabulary include:

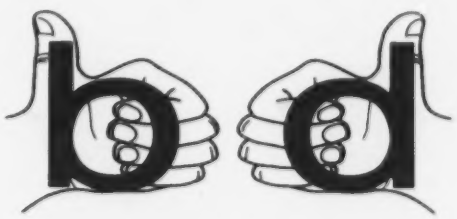
1. Labelling all objects in the classroom and using these labels in literacy instruction.
2. Asking students to brainstorm words that are related to thematic units and using these words in literacy instruction.
3. Teaching word families (see page 27) so that once a student can identify one word in a given family, the rest of the family is easy to read. For example, could, would and should.
4. Asking a cross-age or peer helper to print a sentence or story dictated by the child and then asking the child to read it back.
5. Building classroom routines around commonly occurring words such as days, months, subjects, and themes so that these words become sight vocabulary.
6. Sentence Frames: Framing a sentence involves using cupped hands or a cardboard frame to bring the students' attention to specific parts of a written text. The basic procedure is:
   - Select a passage or chant that is familiar to the students.
   - Print the passage on chart paper or on the blackboard.
   - Read the entire passage aloud, using a pointer to assist students in tracking.
   - Frame specific lines and ask students to read back.

Appendix 3: "b" and "d" Reversals

Fist Cues (tactile and aural)

- Have the child make two fists, palms facing body, knuckles together and thumbs up.
- Have the child say **"bed"**, exaggerating the **"b"** and **"d"** sounds.
- The child repeats "**bed**", pounding the **"b"** fist, then the **"d"** fist.
- The child will connect the shapes of fists with shapes of letters: thumb = "stick", fist = "ball".
- Have the child write words with **"b"** and **"d"** sounds, using their fists to check the direction of the **"b"** and **"d"** letters

This will take many repetitions but because this technique relies on body cues the child can use it anywhere.



BED Cue

Post a picture of a person in bed near the Leaarning Assistance work area to use in conjunction with the fist cues.

Appendix 4: Problem-Centered Story Plan

		Event 1	Event 2	Event 3
Setting	Who			
	When			
	Why			
Problem				
Feelings				
Plan				
What Happened				
Ending (Event 3 only)				

Appendix 5: Spelling Rules Worth Teaching

1. **q** is always written as **qu**. It never stands by itself: e.g., quick, queen, quarrel.

2. No English word ends in **v** or **j**.

3. Regular plurals are made by adding **s**; e.g., animals, horses, monkeys, cliffs.

4. To form plurals of words with a hissing ending (**s**,**x**,**z**, **sh** and **ch**), add **es**. (Buses, foxes, buzzes, wishes and churches, for example.)

5. Words ending in an **o** preceded by a consonant usually add **es** to form the plural; e.g., potato-es, volcano-es. (Exceptions: pianos, solos, Eskimos.)

6. Nouns ending in a single **f**, change to a **v** before adding **es** to form the plural; e.g. leaf, leaves, wolf, wolves (Exceptions: dwarfs, roofs, chiefs.)

7. **ck** may only be used after a single vowel that does not say its name, and at the end of a syllable or root word; i.e., it follows a short vowel, E.g., track, pick, rocket, wreckage.

8. One-syllable words ending in both a single vowel and a single consonant always double the last consonant before adding an ending.

stop	stopped	stopping
flat	flatter	flattest
swim	swimmer	swimming

(Exceptions: fix, box, fox, mix, **-x** is the same as **ch**, that is, it counts as a double consonant ending.)

9. Words ending in a single **l** after a single vowel double the **l** before adding a suffix regardless of accent; e.g., cancel-l-ed, travel-l-er, signal-l-ing, metal-l-ic.

10. If a word of more than one syllable ends in a **t** preceded by a single vowel and has the *accent* on the last syllable, double the final consonant.

	permit	permitted
	admit	admitted
	regret	regretted
but	visit	visited
	benefit	benefited

(Don't double the **t**.)

11. Drop the final **e** from a root word before adding an ending beginning with a vowel, but keep it before a consonant.

love	loving	lovely
drive	driving	driver
settle	settling	settled
grace	gracing	graceful

12. "All" and "well" followed by another syllable only have one **l**; e.g., also, already, although, welcome, welfare.

13. "Full" and "till" joined to another root syllable drop one **l**; e.g., useful, cheerful, until.

14. The sound **ee** on the end of a word is nearly always **y**. (Exceptions: committee, coffee.) **y** and not **i** is used at the end of an English word. (Exceptions: macaroni, spaghetti, vermicelli [Italian] and taxi—short for taxicab.)

15. If a word ends in a consonant plus **y**, change the **y** to **i**, before adding any ending except **ing**.

	party	parties
	heavy	heaviness
	marry	married
	funny	funnily
	carry	carried
but	cry	crying
	hurry	hurrying

16. When **c** is followed by **e**, **i**, or **y**, it says **s**; otherwise it says **k**.

centre	ceiling
circle	cycle
cottage	cave
cream	curious
clever	

17. **i**, **ci**, and **si**, are three spellings most frequently used to say **sh** at the beginning of all syllables except the first

national	patient
palatial	infectious
gracious	ancient
musician	financial
session	admission
mansion	division

(Exceptions: **ship** as a suffix, e.g., worship.)

18. **i** comes before **e** when it is pronounced **ee**, except when it follows **c**, or when sounded like **a** as in neighbour or weigh; e.g., brief, field, priest, receive, deceive, ceiling.

19. A silent **e** on the end of a word makes the vowel in front say its own alphabetic name. e.g. hate, ride, cube, bake, shire, mere, lobe.

(Exceptions: done, come, some, give, have.)

20. When **w** comes before **or** it often says **wer** as in "worm";

E.g. worship, worst, worth, work, worried.

Used with the permission of Bamford, Avram & Lee, Sligo District No. 62 (Sligo).

Appendix 6: Editing Checklist

S.W.E.A.T.S.

Place a check mark in the boxes when you have completed editing each item.

- S entence Structure ☐
- W ord Choice ☐
- E nding ☐
- A ttention Grabber ☐
- T houghts ☐
- S equence ☐

C.A.R.E.S.

These are things you can do to improve your writing:

- C ombine ☐
- A dd ☐
- R earrange ☐
- E liminate ☐
- S ubstitute ☐

Writer _____

Editor _____

Date _____

Used with the permission of Bomford, Wirram & Lake, School District No. 62 (Sooke).

Appendix 7: Editing Rating Scale

Student Name:_____

School:_____

Teacher:_____

Year:_____

Date (Start/Follow-up): _____

Overall skill rating (rate yourself using 1 to 10 scale): _____

S.W.E.A.T.S.

An editor "S.W.E.A.T.S." over the parts of his/her drafts.

Rate your ability to write using the skills listed below.

Circle the number that describes how well you are doing.

	Help	1/2 Way O.K	Great!
Sentence structure:			
1. I use varied sentence length and sentence types.	1 2 3 4	5 6 7	8 9 10
2. I use varied word or phrase order.	1 2 3 4	5 6 7	8 9 10
Word Choice:			
3. My words are varied, interesting, and precise.	1 2 3 4	5 6 7	8 9 10
Ending:			
4. The ending ties my ideas together or sums up my thoughts.	1 2 3 4	5 6 7	8 9 10
Attention Grabber:			
5. The beginning "hooks" the audience (it is inter esting or makes the reader want to read further.)	1 2 3 4	5 6 7	8 9 10
6. My beginning sets the stage or states the main idea of my writing.	1 2 3 4	5 6 7	8 9 10
Thought:			
7. I write in clear, complete thoughts.	1 2 3 4	5 6 7	8 9 10
8. My ideas are interesting and appropriate for the reader.	1 2 3 4	5 6 7	8 9 10
Sequence:			
9. The sentences follow a logical order and flow smoothly from one to the next.	1 2 3 4	5 6 7	8 9 10
10. All of my sentences focus on my topic.	1 2 3 4	5 6 7	8 9 10

Used with the permission of Bomford, Warren & Lane, School District No. 62 (Sooke).

BEST COPY AVAILABLE

Appendix 8: Error Monitoring

Capitalization

1. Is the first word of each sentence capitalized?
2. Have I capitalized all proper nouns?
3. If I'm unsure of something, have I asked for help?

Overall Editing and Appearance

1. Is my handwriting well spaced and is it legible?
2. Is my paper neat? (Without smudges, not crumpled, not ripped.)
3. Have I indented and kept straight margins?
4. Have I used complete sentences?
5. If I'm unsure of something, have I asked for help?

Punctuation

1. Do I have the right punctuation mark at the end of each sentence?
2. Have I used commas where they are needed? (In series, to separate thoughts).
3. If I'm unsure of something, have I asked for help?

Spelling

1. Eyeball it. Does it "look" right?
2. Have I tried to sound it out?
3. Have I looked it up in the dictionary?
4. If I'm unsure of something, have I asked for help?

Used with the permission of Bamford, Wrram & Lare, School District No. 62 (Sooke).

Appendix 9: "COPS" Proof Reading Strategy

Capitalization

Have I used capital letters at the beginning of sentences and for all proper nouns?

Overall appearance

Is my work neat and attractively presented?

Punctuation

Have I followed all the rules of punctuation?

Spelling

Have I gone back to check that each word looks correct?

After teaching the **COPS** editing strategy students can use the technique for peer editing. This form is used as part of the editing process. Rough drafts are checked and initialed by the student, a peer and finally by teacher of T.A.

Looking at my work:

	C	O	P	S
Self				
Peer				
Adult				

Used with the permission of Bamford, Wintram & Lane, School District No.62 (Sooke).

Appendix 10: SQR^3 - Strategy for Study

This strategy can be used when studying a text or when using a students' own notes as study tool.

Survey

Skim material to get an overall impression. Look for headings, subheadings, items in bold, etc.

Question

Devise questions that appear to be covered in the material and that are typical questions for the subject.

Read

Read the material to find the answer to your questions.

Recite

Cover the book or notes and say the answer to the question to yourself, out loud if the setting permits. Some people find it helpful to write out their answers in short form as well as say them. The more parts of your brain you use, the better you learn!

Review

When you have finished this process with all the material to be studied, review your questions to be sure that you can still answer them.

Appendix 11: Two Column Notes

This Format can be used to take notes during class lectures or discussions or when reading a text or watching a video.

Social Studies 10

95.11.16

Notes on Winston Churchill

Main Ideas	Details or Support
Early life privileged	Wealthy parents Best schools Grew up at height of British Empire Born 1874
Greatest achievement as opponent of Fascism	Opposed appeasement (see p. 139) of Germans in the Thirties Led opposition to Hitler Prime Minister of Britain during WWII, 1938-1945
Personal faults a hero with imperfections	Known by some as argumentative Poor management of personal finances Some reports that he drank heavily
Personal positive attributes	Intelligent and witty Brilliant speaker - "So much owed by so many to so few."

Appendix 12: Self-Monitoring

Self-monitoring is a strategy to help a student take a significant role in changing his/her behaviour. It usually requires the student to record or otherwise attend to the frequency of a target behaviour or behaviours. Many studies have indicated that during the process of a student collecting his self-monitoring data the desired behaviours increases. Generally, the student is instructed on how to record his frequency of behaviours. It may be as simple as recording tally marks for the individual behaviour occurring over a specific period of time. The accuracy of self-monitoring is not as important as the process and awareness it builds in the student.

Steps to follow

- Select a target behaviour.
- Define that behaviour.
- Monitor the frequency of only that behaviour.

Using these guidelines, self-monitoring can be coupled with a contingency contract. This contract can have built-in reinforcers and act as part of an incentive program that would help reward the desired behaviours. The use of a contract also helps to clarify the goals and expectations of the self-monitoring. (See Appendix 14: Contracts)

Noticing Cues For Encouraging Appropriate Behaviour

- Tape a small square of paper next to the child.
- Tape a similar piece next to the Learning Assistance teacher
- Neutrally describe the behaviour which you want the child to stop e.g. "When you speak out while someone else is talking no one can really listen to you. I would like you to wait for your turns."
- Ask the child to put a mark on the paper whenever he has used that behaviour.
- Inform the child you will also make a mark when you notice the behaviour.
- At the end of the lesson you will compare notes to see if you agree on the number of times the behaviour had occurred.

This is a non-judgmental, no consequence exercise intended to make the child aware of the behaviour. The awareness often results in lessening or extinguishing of the behaviour.

Used with the permission of Bomford, Winram & Lane, School District No. 62 (Sooke).

Appendix 13: Incentive Programs

The key to an incentive program is to find what works as an incentive for the student. It begins as an extrinsic reward paired with a goal. You are in fact trying to mold a student's behaviour. Eventually, if successful, the student develops an internal awareness of appropriate behaviour.

Sample Incentives

Special Helper

Allow students to serve as school or peer helpers, ensuring the criteria gives all students a chance to participate. For example, a student might do one of the following:

- work in another class,
- assist in the library,
- help in the school store,
- work in the physical education equipment room
- assist in the noon hour lunch program
- read to other students, perhaps younger children

Bonus marks

For example, award extra marks when students appropriately use a personal planner or set up their pages correctly for lab reports.

Bonus Bucks

Give out "bucks" as a reinforcer in a token economy which can be redeemed for the following:

- 1 per cent improvement on any given test
- items at monthly swap meet
- a place at the head of the lunch line
- computer time
- personal time
- purchase or rent of forgotten text

Working in Hall

Allow students who earn the privilege the responsibility of working outside the classroom.

Appendix 14: Time Management

Time management involves helping students gain awareness of how they can use their time more effectively.

Some strategies

Ask students to document use of their time over 24 hours.

- The students will divide their day into various activities:
  - rest
  - leisure (watching TV, playing games)
  - school
  - homework
  - family commitments
- The students will rate their use of time from 1 (a waste of time) to 4 (very useful).
- The students can then decide how they can improve their use of time.

Ask students to document their time use for a week.

- Students will monitor and record activities for seven days under the same categories as above.
- Students should document the number of hours unaccounted for in these 168 hours.
- Have the students plan a schedule for a week, then have them monitor themselves again.

Ask students to make a "T o Do List" to priorize assignments.

- The students will assign:
  - "must do" for tomorrow (A)
  - "would like to do" for tomorrow (B)
  - "can put off" (C)
- The students will move B's to A or C, and document the number of A's completed for a week.

Appendix 15: Contracts

A student/teacher contract may be used as a technique for improving a student's behaviour. Behavioural contracts can be adapted for use with elementary and secondary school students. Because the student's commitment to the desired change is critical for success and the development of responsibility, the student must be involved in setting realistic goals and in choosing consequences.

Behaviour Contract

Student: Tim Reynolds Date: October 6 to 10

This week's Goal:

I will bring my materials to math class this week.

1. Math book
2. pencil and eraser
3. calculator
4. binder with paper

Each day I fulfil my contract I will earn a bonus point on my daily assignment.

If I earn five bonus points by the end of the week, Ms. Lewis will call my father and report on my positive progress.

This contract will be renegotiated Friday, October 10.

Student: _____ Teacher: _____

Monday	Tuesday	Wednesday	Thursday	Friday
✓	✓			

Contracts may also be used for individualized learning. Contract learning is a particularly valuable technique because it allows the student to work independently. It also has the advantage of mutual objective setting by the teacher and student. It can help the student organize work activity. A contract may provide an opportunity for personal involvement with the learning and establish a set of evaluation criteria.

Appendix 16: Transition Planning

Students experience significant transition points throughout their education. The major points are the transitions into the school system, into secondary schools and into the community. Students may also experience transitions between grades, programs, schools and districts. Smooth transitions require pro-active, early collaborative planning on the part of everyone involved, including the teacher.

Transitions almost always involve changes in these areas:

- location,
- expectations,
- supports,
- peer groups,
- staff,
- jurisdiction, and/or
- lifestyle.

Effective Transitions

Transitions can be more effective when planning includes opportunities for:

- a transition meeting by the school-based team/planning team.
- involving parents and students.
- updating the Individual Educational Plan (IEP) and ensuring that transitions supports are in place.
- reviewing the Student Learning Plan (SLP) or long range plans. Transition planning for major transitions should allow generous time to be done successfully. Ideally, it should begin at least two years in advance.
- clarifying roles and responsibilities.
- observing the student in the current setting.
- visiting future facilities by students and current staff.

Teachers should be aware that they may encounter some challenges along the way as they plan transitions. District policies and procedures regarding transfer of records may result in delays. There may be requests to speed up the entry of a student into the school with no plan in place. Maintaining continuity and consistency of support services can be a challenge. The student may have inadequate preparation to cope with requirements in the new area. For example, navigating crowded halls and stairways, locating classrooms or buying food in the cafeteria may be difficult for some students. These challenges can be met successfully with solid planning and collaboration.

Transitions into the school system

In most cases students with learning or behaviour differences will not have been identified before entering the school system. Typically, the formal demands of the school system accentuate the difficulties these students experience. In some cases however, particularly if the student has been involved in formal structured activities such as Sunday School, preschool, or organized sports, the parents may communicate some concerns about the student's cognitive development or behaviour. This information may alert the teacher to carefully observe the child and to intervene when necessary to facilitate successful school experiences. When discussing a potential learning or behaviour difference, teachers need to be aware that this could be a sensitive issue for parents - this may be the first indication that their child may be progressing or behaving differently from others in the classroom.

Transitions between Grades or Programs

A smooth transition of students with learning and/or behavioural differences, from one class or program within a school to another, can be facilitated if the key players meet to discuss the student's IEP, ensure that programming is consistent, and that necessary supports and materials are in place. Information about the student's strengths, needs, interests, and celebrations is important to share. Successful adaptations and modifications can be noted, and any approaches found to be counterproductive can be communicated to the receiving team as well.

Transitions to Secondary Schools

Smooth transition to the secondary school requires careful planning to ensure that elements of the current IEP are relevant and functional with respect to the programming available at the next level. Planning should happen at least one month prior to the change. If the student requires major additional supports (e.g. additional support staff, laptop computer), planning up to a year in advance may be necessary.

In some cases, transition planning with students preparing to enter secondary school can be a positive influence on their performance. If they see "where they are going," they may be more likely to work toward getting there.

Transitions from Secondary School to future activities

Post-secondary planning and career paths for students with learning and/or behavioural differences will be as varied as it is for other students. While some students may wish to continue on to post-secondary education, others may choose an apprenticeship program or enter directly into the world of work. For some, perhaps because of their interests or the challenging nature of their special needs, an approach that includes extensive on-site training and the provision of technical aids may be required. Some students may require pre-job preparation and extensive simulation and practice.

Post-secondary transition planning should include the student and family and begin no later than age 16 and ideally, three years before leaving school. Graduation planning should pay attention to life-centred career competencies, transition skills in community living, interpersonal/social relations, and daily living skills. Key issues may involve goal setting in the areas of residential and leisure alternatives, employment alternatives, post-secondary personal-social skills training and post-secondary training alternatives. Parents may need information related to community resources and advocacy support groups. Other agencies/professionals who will be involved with the student as an adult should be invited to participate in the planning process (e.g., employer, community college counsellor).

Transition planning at this level should begin by considering the transition outcomes to be acquired by the student while still in school and the services to be received prior to and following the ending of schooling by community agencies and/or services delivery agencies. This may require an orientation of students and families to local and regional agencies that provide post-secondary services and preparing students and families to work with various agencies in the transition process.

Transitions between Districts

Students transfer from one school district to another for a variety of reasons. Typically, there is a significant delay in receiving records from another school. Parental consent must be received prior to release of records. In order to expedite the process, parents may sign the release form as soon as they are aware that they will be moving. Parents should not expect that the child will be placed immediately upon arrival at the school. A reasonable delay may be necessary in order to plan and gain access to the most appropriate placement and services.

Recommended Resources

These resources have been reviewed and are recommended by the Learning Resources Branch of The Ministry of Education, Skills and Training.

Behaviour Problems: A System of Management, (1985) by P. Galvin and R. Singleton, Scarborough: Addison-Wesley Publishers Limited. Checklists to assist with integrating students with challenging behaviours.

Children with Exceptionalities: A Canadian Perspective, (1990) by M. Winzer, Scarborough: Prentice Hall Ginn Canada. Definitions, developmental consequences, and tips for teachers.

Instructional Strategies for Students with Special Needs, (1986) by Dan Bachor and Carol Crealock, Scarborough: Prentice Hall Ginn Canada. Strategies for teaching mainstreamed students with special needs.

100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents, (1976), by Jack Canfield and Harold Wells, Scarborough: Prentice Hall Ginn Canada. Class and small group activities to enhance self-esteem.

The Giving Book, (1988) by Bob Stanish, Weston, Mass.: Moyer Vico Corp. Activities to promote caring, valuing, and cooperating behaviours.

A Manual on Nonviolence and Children, (1984) by Stephanie Judson, Gabriola Island: New Society Publishers. Activities to promote conflict resolution and creation of positive classroom environments.

Positive Discipline, (1981) by Jane Nelson, Mississauga, Ont.: Random House of Canada Ltd. Logical and natural consequence-based discipline based on the ideas of Alfred Adler and Rudolph Dreikurs.

Spelling Instruction that Makes Sense, (1991) by Jo Phenix and Doreen Scott-Dunne, Markham, Ontario: Pembroke Publishers Ltd.

Teaching Kids to Spell, (1993) by J. Richard Gentry and Jean Wallace Gillet, Portsmouth, N.H.: Heinemann/Reed Publishing.

The Special Education Handbook, (1990) by Phillip Williams, Toronto: Scholarly Book Services. Introductory reference about the whole field of special education.

Additional Resources

Alley, G.R. and Desshler, D.D. (1979) *Teaching the Learning Disabled Adolescent: Strategies and Methods*. Denver, Colo.: Love Publishing.

B.C. Ministry of Health/Attention Disorder Support Association. (1995) *Living with Attention Disorder and Attention Deficit Hyperactivity Disorder: A Guide for Teachers and Parents*.

Coloroso, Barbara. (1994) *Kids are Worth It: Giving Your Child the Gift of Inner Discipline. New York: Avon Books*.

de Bono, Edward. (CoRT Thinking Strategies) *Teaching Materials: Cognitive Research Trust* . Units 1-6 and Teacher's Handbooks. Willowdale, Ontario: Pergamon Press Canada.

DeBruyn, Robert and Larson, Jack. (1984) *You Can Handle Them All*. Manhattan, Kansas: The Master Teacher Inc.

Driekurs, R.; Grunwald, B.; and Pepper, F. (1982) *Maintaining Sanity in the Classroom: Classroom Management Techniques*. New York: Harper and Row.

Fender, Gloria. (1990) *Strengthening Study Skills and Brain Power*. Nashville, Tenn.: Incentive Publishing Inc.

Goldstein, A; Sprafkin, R.; Gershaw, N. Klein, P. (1980) (Social Skills Program) *Skillstreaming the Adolescent*. Eau Claire, Wisc.: Thinking Publications.

Goldstein, A; Sprafkin, R.; Gershaw, N. Klein, P. (1980) (Social Skills Program) *Skillstreaming the School Age Child*. Eau Claire, Wisc.: Thinking Publications.

Hammill, D.D and Bartel, N.R. (1982) *Teaching Children with Learning and Behaviour Problems*. Boston: Allyn and Bacon.

Harwell, Joan M. (1989) *Complete Learning Disabilities Handbook: Ready-to-Use Techniques for Teaching Learning Handicapped Students*. West Nyack, N.Y.: The Centre for Applied Research in Education.

Kohn, Alfie (1993) *Punish by Reward*. New York: Houghton & Mifflin Co.

Lerner, Janet (1988) *Learning Disabilities: Theories, Diagnosis, and Teaching Strategies. 5th Edition*. Boston: Houghton Mifflin Co.

Levine, Mel. (1990) *Keeping A Head In School: A Student's Book About Learning Disabilities*. Cambridge, Mass: Educators Publishing Services, Inc.

Levine, Mel. (1993) *All Kinds of Minds: A Young Student's Book about Learning Abilities and Learning Disorders*. Cambridge, Mass.: Educators Publishing Services, Inc.

Levine, Mel. (1994) *Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School. Cambridge Mass.: Educator Publishing Services, Inc.*

McCarney, Stephen B. and Wunderlich, Kathy K. (1988) *The Pre-Referral Intervention Manual.* Columbia, Mo.: Hawthorne Educational Services

Norris, Doreen and Boucher, Joyce. (1980) *Observing Children Through Their Formative Years.* The Board of Education for the City of Toronto.

Ohme, Herman. (1986) *Learn How to Learn: Study Skills.* Palo Alto, Ca.: California Education Plan, Inc.

Ontario Ministry of Education. (1986) A *Handbook for Teachers of Students with Learning Disabilities.*

Osborn, Patricia. (1995) *Reading Smarter (Grades 7-12).* West, New York: Center for Applied Research in Education.

Parks, Sandra and Black, Howard. (1990) *Book II: Organizing Thinking : Graphic Orgainzers.* Pacific Grove, Calif.: Critical Thinking Press and Software.

Rief, Sandra F. (1993) *How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attention Problems and Hyperactivity.* West Nyack, N.Y.: The Center for Applied Research in Education.

Reisman, Fredricka K. and Kauffman, Samuel H. (1980) *Teaching Mathematic to Children with Special Needs.* Toronto: Charles Merrill Publishing Co.

Rockwell, Sylvia. (1995) *Back Off, Cool Down, Try Again: Teaching Students How to Control Aggressive Behaviour.* Reston, Va.: Council for Exceptional Children (ISBN 0-86586-263-X).

Rockwell, Sylvia. (1993) *Tough to Reach, Tough to Teach: Students with Behaviour Problems.* Reston, Va.: Council for Exceptional Children (ISBN 0-86586-235-4).

Santa, Carol M. with Havens, L., Nelson, M., Danner, M., Scalf, L. and Scalf, J. (1991). *Content Reading Including Study Systems: Reading, Writing and Studying Across the Curriculum.* Dubeque, LA: Kendall/ Hunt Publishing Company.

Schmidt, F. and Friedman, A. (1991, 1985) *Creative Conflict Solving for Kids Grades3-4* and *Creative Conflict Solving for Kids Grades 5-9.* Miami Beach, FL: Grace Contrino Abrams Peace Education Foundation, Inc.

Schrumpf, F., Crawford, D., and Usadel, H. Chu. (1991) *Peer Mediation: Conflict Resolution in Schools*. Champaign, IL: Research Press Company.

Silver, Larry B., M.D. (1990) Attention *Deficit-Hyperactivity Disorder and Learning Disabilities*. (Available through the Learning Disabilities Association of British Columbia).

The Community Board Program. (1992) *Starting a Conflict Managers Program*. San Francisco, CA: The Community Board.

Veatch, J., Sawicki, F., Elliott, G., Flake, E., and Blakey, J. (1979). *Key words to reading. 2nd Edition*. Toronto: Charles Merrill Publishing.

Wood, J. *Reaching the Hard to Teach*. Richmond, Va: Virginia Commonwealth University Press.

How to Improve This Resource Guide

We hope this Resource Guide addresses most of your questions and concerns regarding providing appropriate programs for students with learning and behavioural differences. Since the users of any manual are often the ones best able to identify its' strengths and weaknesses, let us know how this document, and others like it, can be improved. When the manual fails to solve a problem, or if you have any suggestions and comments, please complete a copy of this page and send it to the Branch.

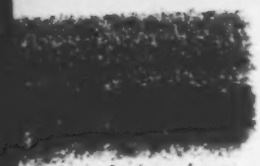
How do you rate Teaching Students with Learning and Behavioural Differences, A Resource Guide for Teachers?

	Yes	No	If no, please explain:
1. Useful?	❑	❑	
2. Easy to understand?	❑	❑	
3. Well organized?	❑	❑	
4. Complete?	❑	❑	

Other comments: _____

Return to: Coordinator, Special Education
Special Education Branch
Ministry of Education, Skills and Training
Parliament Buildings
Victoria, B.C. V8V 1X4
FAX (604) 356-7631

Queen's Printer for British Columbia©
Victoria, 1996
MR 2664



ED 00513